



普通高等教育“十一五”国家级规划教材

新世纪大学英语系列教材

总主编 秦秀白

阅读教程

主编 黄源深

COLLEGE ENGLISH



*Learning to Read:
An English Reading Course*



学生用书
Student's Book

普通高等教育“十一五”国家级规划教材
新世纪大学英语系列教材

总主编 秦秀白

阅读教程

Learning to Read: An English Reading Course

主 编 黄源深

副主编 邱东林

编 者 (按姓氏笔画顺序)

陈 进 徐 欣 董宏乐

程 寅



学生用书

Student's Book



 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

阅读教程. 第4册 / 黄源深主编. —上海: 上海外语教育出版社, 2008

(新世纪大学英语系列教材)

学生用书

ISBN 978-7-5446-0348-5

I. 阅… II. 黄… 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(2008)第025260号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 李法敏

印 刷: 上海申松立信印刷厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 15.25 字数 298千字

版 次: 2008年7月第1版 2008年7月第2次印刷

印 数: 20 000册

书 号: ISBN 978-7-5446-0348-5 / H · 0287

定 价: 25.00元

本版图书如有印装质量问题,可向本社调换

编委会名单

顾问 (按姓氏笔画顺序)

李观仪 胡文仲 桂诗春 董亚芬 蒋妙瑞 戴炜栋

总主编 秦秀白

编委 (按姓氏笔画顺序)

王一普	(南开大学)	张维友	(华中师范大学)
王守仁	(南京大学)	李梅	(同济大学)
王海啸	(南京大学)	李霄翔	(东南大学)
白永权	(西安交通大学)	束定芳	(上海外国语大学)
石坚	(四川大学)	杨达复	(西安外国语学院)
刘骏	(汕头大学)	杨惠中	(上海交通大学)
刘洵波	(华南理工大学)	汪火焰	(武汉大学)
刘海平	(南京大学)	邱东林	(复旦大学)
庄智象	(上海外国语大学)	陈永捷	(上海交通大学)
严明	(黑龙江大学)	罗立胜	(清华大学)
何莲珍	(浙江大学)	俞洪亮	(扬州大学)
余渭深	(重庆大学)	柯彦玢	(北京大学)
吴松江	(福州大学)	徐青根	(苏州大学)
张森	(河北科技大学)	屠国元	(中南大学)
张绍杰	(东北师范大学)	黄国文	(中山大学)
张勇先	(中国人民大学)	黄源深	(上海对外贸易学院)
张春柏	(华东师范大学)	黄震华	(对外经济贸易大学)

2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后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,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”,提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求。与此同时,教育部在全国180所院校开展多媒体网络教学的试点,推广具有个性化学习特征的多媒体网络教学系统,并于2005年2月颁布了《全国大学英语四、六级考试改革方案(试行)》,2007年7月又下发了修订后的《大学英语课程教学要求》。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤,也是历史的必然。

正是在这样的时代背景下,上海外语教育出版社于2004年初组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。项目开始之初,外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究,并请专家对编写方案进行了多次论证。在上海外语教育出版社庄智象社长的直接领导和筹划下,经过三年多的努力,我们编写了这套“新世纪大学英语系列教材”,力图为新世纪形势下的我国大学英语教材建设做出新的尝试和努力。经教育部认定,这套教材已被列入“普通高等教育‘十一五’国家级规划教材”。

在编写过程中,我们力求体现以下一些编写理念和特色:

(一)坚持人本主义教育观。在确立“新世纪大学英语系列教材”的指导思想时,我们强调教学过程中的人的因素,强调“以学生为中心”,重视开发学习者的自我潜能,注重“情感”和“态度”在学习活动中的作用和力量,力图使学生成为“自我实现者”。与此同时,我们认为,教师必须在课堂内外发挥指导作用,指导学生学会学习。

(二)尊重外语教学的普遍规律和在国内学习英语的客观条件,充分考虑“人”、“语言”和“社会”之间存在的互为依存、互动互促、密不可分的关系,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情景之中,养成用英语进行思维的习惯,做到学有所思、思有所得、得有所用,从而不再感到英语是身外之物,实现英语综合运用能力和学习者人格、素质的同步提升。

(三)立足国情,博采众长,充分吸收我国外语教学长期积累下来的宝贵经验和行之有效的教学方法,全面而辩证地审视国外盛行的教学理念,汲取其精髓和内涵,兼收并蓄地注入我们的教学理念中,确保教材具有更好的系统性、科学性、完整性、针对性和实用性。

(四)全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法,确保“分层次教学”和“分类指导”的落实,让不同地区、不同群体、不同层次乃至不同时期的学习者各尽其能、各取所需地选用学习资源。为此,系列教材的主干教程共分8册,旨在实现“一般要求”(1—4册)、“较高要求”(3—6册)和“更高要求”(5—8册)的学习目标。不同类别的学校可根据各自的情况从中选择各自的教学起点。

(五)为了体现人本主义的教育观并贯彻“个性化学习”、“自主式学习”、“合作学习”等先进学习理念,“新世纪大学英语系列教材”在课堂教学活动和课后学习活动的设计和安排等方面为

教师和学生都提供了较为广阔的空间,教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式,实现《大学英语课程教学要求》提出的教学模式的改变,即从“以教师为中心、单纯传授语言知识与技能的教学模式”向“以学生为中心、既传授一般的语言知识与技能,更注重培养语言运用能力和自主学习能力的教学模式”的转变。

(六)在教学内容的安排上,本系列教材讲求科学性和系统性;在培养学生英语综合运用能力方面,本系列教材注重听说训练,强调听、说、读、写、译等诸方面技能协调而全面的发展;在练习设计上,本系列教材突出实用性、新颖性和可操作性。

(七)为适应新形势下我国高校英语教育的需求,“新世纪大学英语系列教材”增加了诸如“经贸类”和“文化类”的选修课教程。这些用英文撰写的选修课教程旨在拓宽学生的相关专业知识,进一步提高学生的英语思维能力和听、说、读、写、译诸方面的语言应用技能。

“新世纪大学英语系列教材”由《综合教程》、《阅读教程》、《视听说教程》、《写作教程》、《快速阅读》和选修课系列教程等部分组成。除《快速阅读》外,各教程均配有教师手册。《综合教程》和《视听说教程》配有学习光盘和电子教案;《写作教程》配有电子教案;《快速阅读》配有学习光盘。各教程虽自成体系,但理念相通、联系密切、相得益彰,为学生和教师提供了比较完整的、多元的、立体化的英语教学平台。

“新世纪大学英语系列教材”各教程及主编如下:

教材名称	主 编
综合教程	秦秀白 (华南理工大学)
阅读教程	黄源深 (上海对外贸易学院)
视听说教程	杨惠中 (上海交通大学)
写作教程	刘海平 (南京大学)
快速阅读	束定芳 (上海外国语大学)
经贸类选修课教程	黄震华 (对外经济贸易大学)
文化类选修课教程	石 坚 (四川大学)

新世纪呼唤新教材,新教材体现新理念。和外语界的众多前辈一样,我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白

“新世纪大学英语系列教材”《阅读教程》是根据教育部高等教育司颁发的《大学英语课程教学要求》编写的，共分四册，供大学英语教学基础阶段使用，和《综合教程》、《视听说教程》、《写作教程》及《快速阅读》等一起，共同实现《大学英语课程教学要求》规定的“一般要求”的教学目标。

本教材力求体现以下特色：

1. 紧扣《大学英语课程教学要求》，聚焦阅读课的中心任务，集中提高学生获取信息的能力和阅读理解能力，并让学生通过自主学习提高对四、六级考试阅读题的解题能力。
2. 注重人文主义教育，通过选取生动有趣的故事，突出向善、向上、爱人、助人、乐观进取、服务社会等主题，使学生在语言学习的同时塑造自己的性格，发展健康的个性，提高自身素质。
3. 注意为学生自主学习创造条件，除了注重课文的趣味性之外，还特别设计了 Reading for Pleasure 部分，提供小故事、小幽默、文字游戏等材料，使学生想读、爱读，以便养成阅读习惯。
4. 注重跟踪学生的阅读理解能力，每个单元的结尾都有多道阅读理解自测题，并附有总分统计，方便学生随时自测，了解自己的阅读理解能力。

《阅读教程》力求完成《大学英语课程教学要求》所赋予的任务，在多门英语基础课中扮演好自己的角色。但理想和现实之间始终存在着矛盾，缺陷和疏漏永远是我们必须面对的事实，对这部教材来说也是如此。为此，我们诚恳地希望读者不吝指谬。

编者

《阅读教程》共分四册，既可由教师在课堂上讲解，也可让学生自学。考虑到大学英语课程课时有限，很多学校不一定有时间在课堂上处理《阅读教程》的内容，我们尽量采用了便于学生自主学习的方式来编写，请同学们在开始学习本书之前先阅读下文。

1. 《阅读教程》的任务是什么？

《阅读教程》同其他基础英语课程既是互补的，又是独立的，其主要任务是：1) 帮助学生逐步掌握阅读技巧，提高阅读理解能力；2) 培养借助阅读获取信息的能力；3) 培养阅读兴趣，养成阅读习惯；4) 提高对四、六级考试中阅读题的解答能力。

2. 《阅读教程》的编写宗旨是什么？

《阅读教程》是严格按照《大学英语课程教学要求》来编写的。本课程由于课时很少，能够完成的学习内容有限，所以我们在编写时力求少而精，突出重点，集中抓两个方面能力的提高：一是阅读理解和获取信息的能力；二是对四、六级考试中阅读题的解题能力。书中的练习基本上都是围绕这两个宗旨来编写的。

3. 《阅读教程》的基本结构是怎样的？

《阅读教程》共四册，每册八个单元，每单元大致由三个部分构成：1) Reading for Information；2) Reading for Pleasure；3) Homework。在第一册中还设置了 Reading Strategies 部分，介绍了一些常用的阅读技巧。

以上三个部分大致可归纳为两方面内容：第一部分是实践提高在阅读中获取信息的能力；后面两部分是享受阅读，培养阅读习惯，提高阅读能力。这两方面都是针对本课程的教学任务而构建的。

三个部分中，第一部分可视情况在课内或课外完成；后面两部分通过学习者自主学习，在课外完成。

4. Reading for Information 部分应该抓什么？

根据《大学英语课程教学要求》规定，学生的阅读能力要达到能读懂一般性题材的英文文章和英文报刊，“掌握中心思想，理解主要事实和有关细节”的水平。也就是说，阅读理解要达到三方面的要求：一是掌握中心思想；二是理解主要事实；三是理解有关细节。Reading for Information 部分主要是围绕这三个方面展开的。从顺序上来看，这三方面是由大到小、由总体到局部、由中心思想到细节。这也应当是阅读理解的一般规律。这一顺序使学习者能够高屋建瓴，抓住文章的核心内容，避免学外语时常犯的“捡了芝麻，丢了西瓜”的毛病。

考虑到中国外语学习者的习惯，我们还在这部分的阅读材料中选出一些常用表达，并分别另举一例，以便学习者消化和吸收。这对学习者也是一种慰藉，能使他们感到“学有所得”。但我

们建议不要在这部分花过多精力，否则会喧宾夺主。

阅读材料中常常会有一些难句，容易成为理解上的障碍。是否能读懂这些句子，往往是衡量阅读能力的试金石。因此我们特地设计了一个翻译练习，从课文中选出一些难句，要求译成中文。学习者不妨花些工夫做一做，从中可了解自己的阅读理解能力。

第四个，也是最后一个练习是 Summary，意在培养学习者理解文章大意，并将阅读所获信息转达给他人的能力。

5. 为什么要编写 Reading for Pleasure?

目前，大学英语课程的基本教学模式是“精雕细刻慢慢读，反复举例细细嚼”，注意力大都集中在句子的解读和词汇的“开花”上，多少忽视了篇章的意义。结果使学习者“见木不见林”，抓住了孤立的词和句，却丢失了文章所传递的信息，同时还把英语学习变成了枯燥、繁琐的“解码”活动，即使是阅读课，也完全丧失了阅读通常应带来的乐趣。

针对这一弊病，我们设计了 Reading for Pleasure 这一部分。这部分所选的课文都颇为有趣，学习者可以不费力气地读下去。文后所附练习，作为提示，帮助学习者回忆所读文章的大意。

学习者可以把这一部分当作扩大阅读量的材料，通过自主学习来完成。

6. 怎样完成 Homework?

Homework 分两个部分：一是 Enjoy Your Reading；二是 Test Your Reading。

Enjoy Your Reading 是 Reading for Pleasure 的延续，其宗旨也是给学习者提供更多的阅读材料，让他们在享受阅读的同时提高阅读水平。要提高阅读理解能力，说到底还是要靠多读。目前，我们的大学外语学习者大多满足于做练习、背单词、攻语法，阅读量太少，这是亟待纠正的。

Test Your Reading 由“选择题”加“正误判断”（第一、二册）或“选择题”加“正误判断”加“选词填空”（第三、四册）构成，这些都是大学英语四级考试的题型。我们之所以设计这些练习，一方面是为了使学习者通过平时的练习逐步适应四级考试，另一方面是为了便于学习者自我检测阅读能力。学习者可以按照每题一分的标准给自己打打分，以对自己的阅读水平做到心中有数。

如果把英语学习比作一场战斗，那它就是一场持久的战斗，是对学习者意志力的挑战和考验。学英语不同于其他科目，是无法速成的。谁能锲而不舍、不畏艰难、坚持到底，谁就能赢得胜利。在此过程中，方法当然重要，但更重要的是态度，百折不回的态度。从这个意义上说，学习者只有战胜自己才能战胜学习的对象，把英语学好。以现在的条件，每一个人都是可以把英语学好的，我们所需要的是努力和坚持！祝大家成功！

编者

CONTENTS

Unit 1	1
Part I Reading for Information	1
Pre-Reading Questions	1
Text: <i>How “Average” People Excel</i>	1
Exercises	8
Part II Reading for Pleasure	11
Text: <i>Success Lessons from Soccer — How to Win or Lose in the Game of Life</i>	11
Exercises	17
Part III Homework	18
Enjoy Your Reading: <i>Prepare Three Envelopes</i>	18
Test Your Reading	19
Unit 2	30
Part I Reading for Information	30
Pre-Reading Questions	30
Text: <i>Negotiating for Mutual Satisfaction</i>	30
Exercises	38
Part II Reading for Pleasure	40
Text: <i>Negotiating Skills Can Be Learned</i>	40
Exercises	47
Part III Homework	47
Enjoy Your Reading: <i>The Art of Negotiation</i>	47
Test Your Reading	48
Unit 3	59
Part I Reading for Information	59
Pre-Reading Questions	59
Text: <i>A Breast Cancer Survivor</i>	59
Exercises	64

Part II	Reading for Pleasure	66
	Text: <i>Community Monitoring and Free Care</i>	66
	Exercises	71
Part III	Homework	72
	Enjoy Your Reading: <i>Women's Brains Cost Less</i>	72
	Test Your Reading	72
Unit 4	.....	84
Part I	Reading for Information	84
	Pre-Reading Questions	84
	Text: <i>White-Collar Sweatshops Batter Young Workers</i>	84
	Exercises	90
Part II	Reading for Pleasure	92
	Text: <i>For U.S. Workers, Vacation Is Vanishing</i>	92
	Exercises	99
Part III	Homework	99
	Enjoy Your Reading: <i>The Perfect Job</i>	99
	Test Your Reading	100
Unit 5	.....	112
Part I	Reading for Information	112
	Pre-Reading Questions	112
	Text: <i>Beyond Babies (I)</i>	112
	Exercises	118
Part II	Reading for Pleasure	121
	Text: <i>Beyond Babies (II)</i>	121
	Exercises	126
Part III	Homework	126
	Enjoy Your Reading: <i>Demise of a Partner</i>	126
	Test Your Reading	128
Unit 6	.....	138
Part I	Reading for Information	138
	Pre-Reading Questions	138
	Text: <i>The Ties That Bind</i>	138
	Exercises	144
Part II	Reading for Pleasure	147
	Text: <i>Is the Food Scarcity Scare for Real?</i>	147

	Exercises	152
Part III	Homework	152
	Enjoy Your Reading: <i>Just Cut Your Hair First</i>	152
	Test Your Reading	153
Unit 7	.....	162
Part I	Reading for Information	162
	Pre-Reading Questions	162
	Text: <i>Between Two Worlds (I)</i>	162
	Exercises	169
Part II	Reading for Pleasure	171
	Text: <i>Between Two Worlds (II)</i>	171
	Exercises	176
Part III	Homework	177
	Enjoy Your Reading: <i>Who Owns the Cows?</i>	177
	Test Your Reading	178
Unit 8	.....	189
Part I	Reading for Information	189
	Pre-Reading Questions	189
	Text: <i>The Power of Mozart</i>	189
	Exercises	197
Part II	Reading for Pleasure	199
	Text: <i>Understanding a Photograph</i>	199
	Exercises	205
Part III	Homework	206
	Enjoy Your Reading: <i>History of a Property</i>	206
	Test Your Reading	207
Appendix I	Glossary	218
Appendix II	Key to Test Your Reading	227

PART I

Reading for Information

Pre-Reading Questions

1. In every profession, half the people are below the half-way point, which is what the median is. Do you want to rise above that half-way point, or just stay in the middle? Give your reasons.
2. What do you think is the most essential quality you should possess in order to stand out among your fellows?

TEXT

How “Average” People Excel

By Alan Loy McGinnis

① In university Jim seemed a classic fast-tracker. He made good grades with little effort, and his classmates voted him “Most Likely to Succeed.” After graduation, he had his pick of jobs.

② Jim joined the sales department of a large insurance company and at first did well. He quickly hit a plateau, however, and switched to a smaller company, where he also plateaued. Bored with sales, he tried sales management. Again, the same pattern developed: well-liked, regarded as a fast-tracker, he soon fizzled like a wet firecracker. Today he is selling insurance for yet another company — and wonders why he isn’t doing better.

① fast-tracker /'fɑ:sttrækə/ *n.* 快速成功的人

⑤ plateau /'plætəʊ/ *n.* (上升后的) 稳定水平(或时期、状态)
v. 达到稳定水平(或时期、状态)

⑩ fizzle /'fɪzl/ *v.* 发微弱的嘶嘶声
firecracker /'faɪə,kɹækə/ *n.* 爆竹, 鞭炮

fluke /flu:k/ n. 侥幸;偶然机会

15 ③ Then there is Joseph D'Arrigo. "I've always regarded myself as average," D'Arrigo told me. "I got into life insurance and did reasonably well. By a fluke, I was put on a committee with several of the biggest salespeople in the industry. I was terribly intimidated."

20 ④ As he came to know these achievers, however, D'Arrigo realized something: "They were no more geniuses than I was. They were just ordinary people who had set their sights high, then found a way to achieve their goals." He also realized something more: "If other average guys could dream big dreams, so could I." Today he owns a million-dollar company specializing in employee benefits.

25 ⑤ Why do ordinary individuals like D'Arrigo often seem to achieve so much more than people like Jim? To find out, I interviewed over 190 men and women in my work as a corporate consultant. The results of this informal survey confirmed for me what Theodore Roosevelt once said: "The average man who is successful is not a genius. He is a man who has merely ordinary qualities, but who has developed those ordinary qualities to a more than ordinary degree."

30 ⑥ I determined that "average" people who excel:

35 ⑦ *Learn self-discipline.* "You don't need talent to succeed," insists Irwin C. Hansen, chief executive of Porter Memorial Hospital in Denver, Colorado, who has gained a reputation for turning around under-performing hospitals. "All you need is a big pot of glue. You smear some on your chair and some on the seat of your pants, you sit down, and you stick with every project until you've done the best you can do."

40 ⑧ Average achievers stay glued to their chairs and postpone pleasure so they can reap future dividends. Many fast-trackers, on the other hand, expect too much too soon. When rewards

smear /smiə/ v. 涂上

seat /si:t/ n. 裤子的臀部

dividend /'divɪdend/ n. 股息,红利

don't materialize instantly, they may become frustrated and unhappy.

45
49 Fifty years ago, a group of researchers began an ambitious, long-term study of 268 male university students analyzing the paths their lives were to take. Among these men, now in their late 60s and 70s, the researchers found school performance was little related to job competence. Qualities like “steady and dependable” and “practical and organized” were more important. According to Dr. George E. Vaillant, the psychiatrist who now directs the study, one crucial mental habit was what he calls “the capacity to postpone — but not forgo — gratification.”

50
55 10 Frances Johansen, a financial planner, sees this principle at work in the way people manage their money, as well as their careers. She tells about two couples she counsels. One is a professional working couple, university-educated fast-trackers. “They bring home over \$140,000 a year,” Johansen says. “Yet they are \$60,000 in debt and have nothing to show for their hard work except a big mortgage and a lot of bills. Then there's another couple in their 40s,” she continues. “They sacrificed in the early years, bought a home as soon as they could, then made some investments and built a large equity. Now they are living in a lovely house and no longer have to stay on a budget.” The husband, a blue-collar worker, “has only a secondary-school diploma,” Johansen notes. “But he worked hard and built his career step by step, applying self-discipline and simply being patient.”

60
65
70 11 *Bring out the best in people.* Franklin Murphy, one-time chancellor of the University of California at Los Angeles and later chief executive of the Times Mirror Co., puts it bluntly: he succeeded on the talents of others. “I always sought out

materialize /mə'tɪəriəlaɪz/ v. 实现

55 forgo /fɔ:'gəʊ/ v. 放弃

gratification /grætɪfɪ'keɪʃən/ n. 满足;
喜悦

60 mortgage /'mɔ:ɡɪdʒ/ n. 抵押

65 equity /'ekwɪti/ n. (股息不定的)普
通股, 股票
on a budget 精打细算

recruit /rɪ'kru:t/ v. 招募, 征集

75 people who were talented, who had self-discipline. Then I developed their affection and loyalty. I recruited them, motivated them, and when we achieved something, I shared the credit with them.”

80 ⑫ Many of the fast-trackers I spoke with couldn't tolerate getting help from others or sharing success, often because of an overpowering ego. Collaboration is the key, and one of the best collaborators I've met is Marilyn Surbeck, who supervises ten people for the Los Angeles County Bar Association. “Many of them are more intelligent than I am, and that's the way I like it,” Surbeck says. “I'm there to manage their conflicts and motivate them enough so they can do the things they do well.”

85 ⑬ How did she learn these skills? Surprisingly, Surbeck notes, “by being a single mother with a daughter who required lots of professional help.” Twenty-four-year-old Holly has multiple physical and mental handicaps, and over the years Marilyn Surbeck had to elicit help from many agencies, doctors and other specialists.

elicit /ɪ'lɪsɪt/ v. 得到; 引来

90 ⑭ “Frequently,” she says, “I found myself sitting at a table with five or six professionals, all with different ideas about what would be best for my daughter. So I had to learn negotiation skills in a hurry” — and basically, how to get everyone on the same track. “They knew more than I did, but I knew how to bring them together. When I got into management, I discovered these were transferable skills that were seen as quite valuable.”

transferable /træns'fɜ:rəbl/ adj. 可转

移的

95 ⑮ *Build a knowledge base.* Average achievers are not looking at the top job, as many fast-trackers tend to do — but at the job one step above. So they often broaden their knowledge base in a way that many fast-trackers don't.

105

16 Consider a young man named Holtz. He wasn't good enough to stand out in any one, single position on his secondary-school American football team. So he studied every position and waited for his opportunity. After graduating in the bottom half of his class, he went off to university, where he attracted little interest. Following his graduation, he became an assistant coach at five different universities.

17 By the time he took over as football coach at Notre Dame University in the United States in 1985, Lou Holtz had built a broad base of coaching knowledge and soon returned the school to the pinnacle of university football. During Holtz's six-season reign, Notre Dame had won a stunning 77 percent of its games.

18 *Develop special skills.* Howard Gardner, a psychologist, notes that standard I.Q. tests primarily measure only two kinds of ability: math and language skills. In fact, he says, there are at least seven basic intellectual skills: mathematical-logical, linguistic, musical, spatial, bodily kinesthetic and two types of personal intelligence — how we understand others, and how we deal with our own dreams, fears and frustrations. So while you may not be good at math, you may have an aptitude for design; or you may have an ability for persuading people and could, with training, become an excellent negotiator.

19 Thomas J. Watson, Jr., had trouble living in the shadow of his father, the long-time head of IBM. Always a lackluster student, the younger Watson even needed a tutor to get through the IBM sales school. "I had no distinctions, no successes," he writes in *Father, Son & Co.*

20 When Watson started flying lessons, however, something happened. "What a feeling!" he says. "I was good at flying, instantly good. I plowed everything into this mad pursuit and gained a lot of self-confidence."

110

pinnacle /'pɪnəkl/ n. 顶峰, 极点

reign /reɪn/ n. 统治时期

115

120

spatial /'speɪʃəl/ adj. 与空间有关的

kinesthetic /,kɪnɪs'tetɪk/ adj. (肌肉等的)运动感觉的

125

aptitude /'æptɪtju:d/ n. 能力

130

lackluster /'læk,lʌstə/ adj. 无生气的;
平凡的

135

plow ... into 把...投入