

Extensive Reading



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泛读教程 ≈ 3



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

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总序

在中国,英语的教与学,无论是教师或是学生,不可谓不重视,各方面的投入也很多,然而其效果之差,人皆知之。相当多的人在学了几年英语之后便陷入了一种尴尬的局面:单词认识了不少,语法规则背了不少,可是英语却读不懂,说不出,写不成,无法用英语进行真正的交际,因而由厌倦变灰心,继而最终放弃,不但浪费了宝贵的年华,而且当需要使用英语时又常常会后悔不已。

面对这种情况,作为英语教育工作者,我们一直在探求提高英语教学效果的有效途径,比如如何针对中国学生英语学习的特点和规律,创新教材体系,激发学生和教师的积极性和主动性,营造良好的语言实践环境,促进学生语言综合运用能力的提高。“新空间大学英语”系列教材就是为此所作的一次尝试。

“新空间大学英语”系列教材编写依据是教育部《全国大学英语教学基本要求(课程标准)》,同时参考教育部《高职高专教育英语课程教学基本要求》,并根据发展的需要有一定的前瞻性。

“新空间大学英语”系列教材的对象为大学本科、专科院校非英语专业对英语综合应用能力要求较高的专业及高职高专英语专业等相关专业。

“新空间大学英语”系列教材从中国学生的实际出发,注重培养学生的扎实语言技能,全面提高学生的英语综合运用能力。将英语阅读和交际性相结合,正确处理听、说、读、写、译的关系,听说与读写并重,强调英语教学应从实际出发,博采众长,讲究实效。

“新空间大学英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果,它是一套开放性的、立体式的现代化教材。其《综合教程》在词汇量等方面略有超越,选取有一定难度的文章来激发学生的学习热情,增加学生的语感,为启发学生深入思考提供充裕的素材,帮助学生提高阅读能力、分析和解决问题的能力。《泛读教程》选材难度控制严格,有助于提高学生的阅读速度,扩大学生的知识面,增强其对英语国家文化的了解。《听说教程》以系统的训练方法帮助学生打牢听说基础,激发学生的学习兴趣,提高学生的整体语言水平。“新空间大学英语”系列教材在教学理念方面走的是综合创新之路,使教师在教学上有更大的弹性,有助于发挥教师的潜力,培养教师的创造力,为教师施展才能提供了广阔的空间,创造出各种新颖的教学法。

“新空间大学英语”系列教材包括:《综合教程》、《泛读教程》、《听说教程》,并配有相关教师参考书。

《综合教程》全书共分四册,每册使用一学期。《综合教程》既继承传统的英语精读的优点,又强调英语语言知识和技能的综合训

总序

练,全面培养学生的听、说、读、写、译的能力。全套教材以阅读材料为主线,配合课文设计了形式各异,内容生动的练习和活动。学生可以把学习过程中获得的信息和语言知识在活动和练习中运用,达到熟练掌握英语的目的。

《泛读教程》全书共分四册,每册使用一学期。其题材广泛,文字新颖,思想性好。旨在使学生通过大量阅读来扩充词汇,提高阅读技能,培养学生获取信息的能力,提高人文素质。

《听说教程》全书共分四册,每一册使用一学期。通过听说能力的综合训练,着重提高学生的听力和口头表达能力,以适应用英语进行交际的需要。

与“新空间大学英语”系列教材配套的教材还有:

《全新英语语法》编写角度新颖,语法体系完整,面向教学需求,重在语言运用,其目的是帮助学习者系统学习语法,打好语法基础,提高语言运用能力。

《全新英语写作》(国家级“十一五”规化教材)力求理论从简,首次提出实践类写作和翻译类写作的观点;强调写作实践和表达能力的培养,使学生在例文分析和仿写的过程中学会根据不同的目的而采用恰当的语篇体裁和写作技巧,从而达到准确地表达思想,流畅地进行交际。

《全新英语语音》从中国人学习英语语音的难点和特点入手,将语音学习与英语听力、口语和语法、词汇结合起来。本书教学设计新颖,练习多样,生动活泼,实用高效,有助于学生积极参与课堂活动和教师组织教学,使学生学会用地道的语音语调进行自然流畅的交际。

本系列教材是解放军外国语学院英语教师和其他大专院校的教师通力合作的成果。西安交通大学出版社对教材的编写和出版投入了很大的力量,给予了大力的支持,解放军外国语学院音像出版社总编赵小江同志作了大量的前期工作。对此,我们全体编写人员表示衷心的感谢。

本系列教材的编者怀着为中国英语教学尽力的心情,编写了这套教材。教材的编写是一项开创性工作。由于我们经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,使本教材在今后的修订中得到进一步完善。

丛书总主编

2007年3月

前言

《泛读教程》是“新空间大学英语”系列教材的主干教材之一。全套教材共四册,可供四个学期使用。

本教材具有较强的针对性,无论是选材还是练习的编排都充分考虑到教学要求和学生的特点。所选材料难度适中,短小精干,便于老师课堂操作和学生课上课下阅读;同时强调趣味性,所选文章贴近学生生活,反映学生感兴趣的话题,能够比较充分地调动学生阅读的热情;同时也注意将不同的文体和题材包括其中,使学生对不同类型的文体和话题有所接触,为他们在今后的就业中很快适应实际工作打好基础。

课后练习形式上注重多样性和趣味性。每个单元除了配有检查学生阅读理解的传统练习,还配有形式新颖的词汇巩固和扩展练习、文化知识练习、任务型练习等。词汇巩固和扩展练习将课文中重点词汇提出来操练,并从课文的题材出发,对相关词汇进行联想扩充,比较好地处理了阅读和词汇量积累之间的关系;任务型练习则有助于开发学生的创新思维能力,加深对所学语言知识的记忆,提高课下自主阅读的积极性。在练习中还融入了很多文化知识,有助于在提高学生理解能力的同时,扩大学生的知识面,增强对英语国家文化的了解。

在编写前期工作中我们广泛征求了其他院校第一线教学老师的意见,经过多次讨论,拟定了详细的编写计划。《泛读教程》由解放军外国语学院的王炳炎教授牵头,组织了一大批骨干教师,同时有经验丰富的其他院校老师参与,大家群策群力,付出艰苦努力,遂成此书。

由于编者水平和经验的局限,教材中难免还有不足之处,希望广大读者批评指正。

编者

2007年3月

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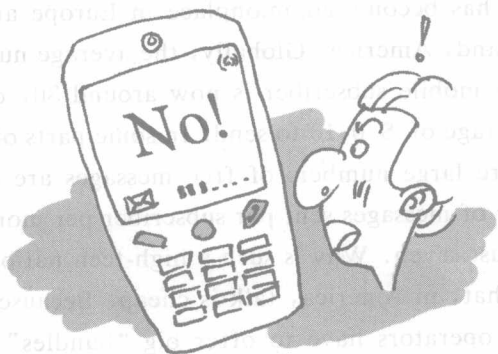
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Key to Some of the Exercises

1

Text Message



Text A

No Text Please, We Are Americans

Anonymous

Words to Know	
pioneer / ˈpaɪəniə / vt.	开发, 开创
zap / zæp / vt.	快速移动
commonplace / ˈkɒmənpleɪs / adj.	普通的
subscriber / sʌbskraɪbə / n.	用户
eschew / ɪstʃuː / vt.	避免, 回避
shackle / ˈʃækəl / vt.	束缚; 上镣铐

Words to Know	
incompatible / ˌɪnkəmˈpætəbəl / <i>adj.</i>	不兼容的
dearth / dɜːθ / <i>n.</i>	缺乏
handset / ˈhændset / <i>n.</i>	电话听筒, 手机
tie-in / taɪn / <i>adj.</i>	搭配销售的

Samuel Morse would be proud. The form of communication he pioneered, the telegram, lives on through that most modern means of keeping in touch: the text message.

Every day more than a billion messages are zapped from one mobile phone to another. Like telegrams, the length of messages is strictly limited. Some phones even announce the arrival of a new message with three short beeps, two long ones, and three short ones—Morse codes for SMS, the name of the most widely used form of text messaging.

But although texting has become commonplace in Europe and Asia, it has failed to take off in Morse's homeland, America. Globally, the average number of messages sent or received each month by a mobile subscriber is now around 30, or one message per day. Each message costs an average of \$ 0.10 to send. In some parts of Asia, such as Singapore and the Philippines, where large numbers of free messages are thrown in with monthly pricing plans, the number of messages sent per subscriber per month is as high as 200, but the figure of America is just seven. Why is such a high-tech nation eschewing texting?

The short answer is that, in America, talk is cheap. Because local calls on land lines are usually free, wireless operators have to offer big “bundles” of minutes—up to 5,000 minutes per month—as part of their monthly pricing plans to persuade subscribers to use mobile phones instead. Texting first took off in other parts of the world among cost-conscious teenagers who found that it was cheaper to text than to call. But in America, you might as well make a voice call.

Free local calls also make logging on to the internet, for hours at a time, and using PC-to-PC “instant messaging” (IM), the preferred mode of electronic chat among American teenagers. Although IM users are shackled to their computers, IM has the advantage over mobile texting that each message is free.

American telecoms regulations—which encouraged different mobile operators to choose different, incompatible technologies—are also responsible for the dearth of texting. Only last year did the largest American operators agree to pass text messages between their networks. In addition, not all handsets sold in America support two-way texting: many older models allow only incoming messages. And texting is not included as standard in most subscription packages, but as an extra for which customers must pay a few dollars per month. In text-crazed Europe, in contrast, where regulators have imposed a single mobile-phone standard, all these conditions are met by default and you can be pretty sure that your message will get through.

Admittedly, things have improved since the middle of 2001, when American mobile subscribers sent an average of just 0.3 messages per month. But since a surge at the start of last year, the volume of messages seems to have leveled off. Still, American operators are continuing to push texting through tie-ins with reality-TV shows and sporting events, in the hope of boosting revenues and profits (margins on text messages are higher than on voice calls). They enviously eye Europe, where messaging accounts for 20% of some operator revenues.

America is not wholly alone in its disdain for texting, however. There is one place in Europe that, on this matter at least, stands shoulder to shoulder with America. That country is France.

(564 words)

Decide whether the following statements are True or False according to the text.

1. Samuel Morse pioneered the most modern means of keeping in touch: the text message.
2. Text messaging is very popular throughout the world except in the United States and France.
3. In Singapore an average mobile subscriber sends or receives 200 messages a month.
4. The Americans like making a voice call because phone calls are more efficient.
5. American teenagers prefer PC-to-PC "instant messaging", which has the advantage over mobile texting that each message is free.
6. The dearth of texting in America is also caused by the backward technologies of the country.
7. The volume of messages in the United States is steadily on the increase.
8. American operators are trying to promote texting because it is more profitable.

Text B

Mobile Classroom

Anonymous

Words to Know	
sophisticated / sə'fɪstɪkeɪtɪd / adj.	高度发展的, 尖端的
kit / kɪt / n.	成套工具, 用具包
hybrid / 'haɪbrɪd / adj.	混合的, 杂种的
reservation / ,rezə'veɪʃən / n.	保留意见, 异议
abbreviation / ə'brɪ:vɪeɪt / v.	缩写, 简化
replicate / 'replɪkɪt / v.	复制
acronym / 'ækrənɪm / n.	只取首字母的缩写词

State-of-the-art mobile phones have been found to be effective tools for tempting



young unemployed adults back to learning. In a bold European experiment, youngsters in the Neet category—not in employment, education or training—were lent a range of portable devices programmed with games and learning materials, and in most cases they rediscovered enthusiasm for education. About 80% felt the mobile games could help them to improve their reading, spelling or maths.

The project ended with the largest trials of mobile learning materials and systems conducted to date, involving nearly 250 young people aged 16-24 in the three countries. Most were unemployed, many had dropped out of education or were considered to be at risk of doing so, and some were homeless or travellers.

Jill Attewell, programme manager for the m-learning project, says: “There are many different ways of learning. The traditional classroom situation doesn't suit everyone. What we set out to discover was whether we could use young people's interest in, and enthusiasm for, mobile technologies to engage them in learning.”

The findings were very positive, says Attewell, who is also research manager at the Learning and Skills Development Agency (LSDA), one of five organizations that collaborated in the project. “It's clear that mobile phones and PDAs [personal digital assistants] have enormous potential as learning tools and we now have pocket-sized computers with the ability to deliver learning and provide access to online systems and services that are very sophisticated.”

“Although the aim was to find out whether this mode of learning worked with the disengaged, clearly it has huge potential for others as well.”

The project began in September 2001. Its organizers decided that the young people should be equipped with the most sophisticated kit available, including the hybrid mobile phone/PDA devices sometimes known as “smartphones”.

There were some initial reservations about lending the devices amid fears they would be damaged or stolen, or that some recipients would use them inappropriately. It was decided to trust the participants and this proved the right approach, concludes the LSDA's report on the project, *Mobile Technologies and Learning*. Devices were lent to 216 young people, 32 of whom were homeless. Six were stolen and two suffered damage.

Among the key findings of the project was that mobile learning can engage young people who have been put off by traditional education methods. Two-thirds of the young people in the trials said they were likely to take part in further learning in the future. Nearly a third were assessed as having developed a more positive attitude to reading.

Mobile learning was also found to help remove formality from the learning experience. Mobile learning tools that allowed young people to work together were popular, but some appreciated the opportunity to learn independently in their own time. It also helped combat resistance to technology and bridge the gap between mobile phone literacy and ICT literacy. The devices and programmes helped young people to remain more focused for longer periods and to improve their self-confidence.

(501 words)

Texting Is No Bar to Literacy

Anonymous

It's gr8 news 4 skools. Claims that the explosion in text messaging among children is eroding youngsters' literacy skills appear to be unfounded, according to research. A study comparing the punctuation and spelling of 11 and 12-year-olds who use mobile phone text messaging with another group of non-texters conducting the same written tests found no significant differences between the two. Both groups made some grammatical and spelling errors, and "text-speak" abbreviations and symbols did not find their way into the written English of youngsters used to texting.

According to the author of the research, the speech and language therapist Veenal Raval, the findings reflect children's ability to "code switch", or move between modes of communication—a trend familiar to parents whose offspring slip effortlessly between playground slang and visit-the-grandparents politeness. But the study did find that the pupils familiar with text messaging wrote significantly less when asked to describe a picture or an event than those who did not use mobiles, potentially fuelling concerns that the quality and expressiveness of children's writing could be at risk even if their spelling is not. The study, conducted at the department of communication and science at City University in London, comes amid growing concern in some quarters over the potentially damaging effects of new technologies on children's ability to communicate effectively using conventional means.

According to the mobile telecoms consultancy Mobile Youth, 700,000 (20%) primary school children own mobile phones and the under-10s are the fastest-growing section of Britain's mobile phone market. The leap in the popularity of mobiles and text messaging among children and teenagers over the past five years has prompted concern that pupils'

literacy skills could suffer. Texting puts a premium on speed and concision, leading to the creation of a host of abbreviations and acronyms incomprehensible to the untrained reader, together with symbols or “emoticons”, such as smiley faces, to express emotions.

Chief examiners' reports on trends in public examinations have begun to note instances of texting language in exam scripts. Some cases—including a 13-year-old Scottish pupil who wrote an entire description of her summer holidays in text-speak—have provoked concern among some teachers. But despite widespread speculation there is little research into the potential influence of texting on children's writing. According to Mr Raval's small-scale study, which focused on 20 youngsters, children have developed an ability to switch between two forms of language when texting or writing standard English. Pupils were given a spelling test and conducted two writing exercises designed to replicate situations where they might normally text, such as describing something they had done the previous day, held in formal classroom conditions.

Mr Raval said: “The fear that has been put across in the media is that children don't understand the need to code switch—that is, switch between standard English grammar for an exam or essay and what is acceptable when you are communicating on a social level. In fact, they are capable of that switch, just as bi-lingual or tri-lingual children might speak English at school and a mother or father tongue at home.” While the text-experienced children wrote much less than those without mobiles, concision was not necessarily a bad thing, he argued. “Whether that is a positive or negative effect is up for debate. It depends on the situation or the subject studied. A science exam might require brief answers which might not be appropriate in a literature exam.”

(572 words)

Fill in the blanks with the missing information.

Text B

Mobile Classroom

1. The Neet youngsters are those who are _____ in _____, _____ or _____.
2. The project involved nearly _____ young people aged _____ in the three countries.
3. The aim of the project was to find out whether this mode of learning worked with the _____, and the findings were _____.
4. Mobile learning also helped combat _____ and bridge the gap between _____ and ICT literacy.

Texting Is No Bar to Literacy

5. The findings reflect children's ability to _____, or move between modes of _____.
6. The leap in the _____ and _____ among children and teenagers over the past five years has prompted concern that _____ could suffer.
7. Texting puts a premium on _____ and _____, leading to the creation of a host of

_____ and _____.

Learning Activities

Increase your word power

1. Compound adjective can be formed by combining a noun with an adjective, e. g. age-old.

Combine the nouns in Column A with suitable adjectives in Column B so as to form compound adjectives.

A	B
1. text	A. deep
2. ice	B. conscious
3. blood	C. worthy
4. colour	D. thirsty
5. sea	E. crazed
6. care	F. blind
7. knee	G. thin
8. news	H. cold
9. paper	I. free
10. cost	J. sick

2. Fill in the blanks with suitable words or expressions from the text.

- She _____ the short haircut for women.
- He was showing his newly-bought _____ mobile phone to his colleagues when the boss entered.
- Turkish writer Orhan Pamuk was the _____ of the 2006 Nobel Prize for literature.
- I couldn't _____ to my mother yesterday.
- The growth of population will start _____ around 2010.
- Now such things are _____ and taken for granted.
- He is _____ a deep sense of justice.
- Many people who formerly backed him now have _____.
- The new administration swing between two _____ policies.
- The cheese looked nice but the smell _____ me.
- The boy was six, but still couldn't speak clearly. So his parents took him to see a speech _____.
- The disease is spreading, and all children under 5 are _____.