

南京师范大学精品课程教材

New Horizon of English Reading

英语阅读新视野

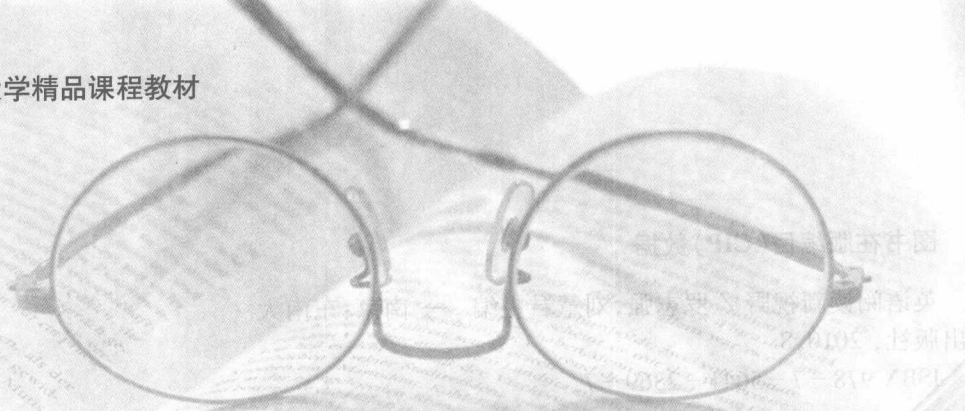
(修订版)

罗志强 刘慧君 / 主编



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(修订版)

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前言

Preface

阅读课是英语专业学生必修的基础课程之一,旨在帮助学生在提高阅读理解能力的同时掌握规范的语言,了解最新的知识和信息,拓宽视野,熟悉英语国家的风土人情等。《英语阅读新视野》自2002年出版使用以来,基本上满足了这些需求。

此次修订出版更新了绝大部分选材和练习的设计;内容新颖,更具时代气息;既有反映英美文化和风土人情的轻松读物;也有讨论学校教育、社会生活、心理和智商、环境保护、全球化经济、跨文化交际、企业管理、网络通讯等热门话题,尽可能地以有限的篇幅反映英语国家的文化、教育、社会、科技等方面的现代信息。绝大多数课文选自英美国家近年出版的书刊报纸,语言地道规范,呈现给读者的是原汁原味的现代英语,对学生语言基本功的培养大有裨益。

本书共二十个单元,每一单元由主题相似的课文A和课文B组成,并配有生词脚注,方便学生阅读;课文后有作者简介及有关文化背景知识的注释,帮助学生对内容的深入了解;阅读理解练习中既有考查获取具体信息能力的细节题,更有启发多维和深度思考的讨论题,书后附部分练习的参考答案。本书可供高等学校英语专业学生作为阅读教材使用,也可供具有中等英语水平的广大英语爱好者自学使用。

本次修订仍然沿用原书名,其一,是因为这一书名能够大体反映此次修订的宗旨,即希望选编的材料能够拓展学习者的视野,激发他们的兴趣;其二,也希望教学者能够贴近年轻人,感受时代脉搏,从而教学相长。

本书的修订出版得到了东南大学出版社的英美文学博士刘坚先生的热情鼓励 and 大力支持,谨在此表示衷心的感谢。

编者

2010年6月



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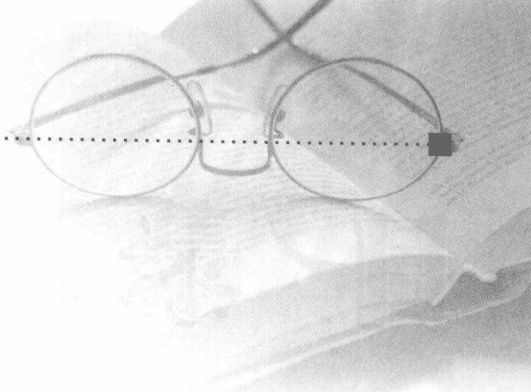
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Unit

1

Text A

Keys to College Success

By Sheila Akers

1 Every year, college catches numerous first-year students by surprise. They simply don't realize how much more difficult college can be than high school. Not ready to take responsibility for their own learning, they discover too late that instructors may not remind them to complete an assignment or prepare for a test. Some give up and drop out before they learn that there are keys to college success—practical ways for any student to take charge of his or her college life and do well. There are four keys to becoming a smart student and a power learner.

Manage your time

2 Gordon had a typically busy college schedule. He was taking four classes, as well as working in a local fast-food restaurant. He liked to play basketball at least on night a week and go out on a date or to a party two or three times a week. Five weeks into the semester, Gordon realized that he was in serious trouble. He was behind in his reading in every class. A major midterm paper was due soon, and he had only a vague idea what his topic would be. Nevertheless, he felt that he was constantly studying. Other people he knew had schedules as busy as his, and yet they were keeping up. What was wrong?

3 Gordon's sense that he was "always studying" came from the fact that he generally carried his books around with him. And, in fact, he did glance at them every so often. But those few minutes of reading were sandwiched between a hundred other tasks: eating lunch, talking with friends, making phone calls. Rarely did Gordon sit down with the specific intention of studying a particular topic for a planned period of time. The hours, days, and weeks were slipping away, leaving Gordon with very little to *show for*^① them.

4 Gordon needed some education in the first key to success in college: managing time. There are three steps involved in time control. The first step is to have a large monthly calendar. Buy a calendar with a large white block around each date, or make one yourself. At the beginning of

① 从……中得到利润(成绩)

the college semester, mark important dates on this calendar: days on which tests are scheduled and papers are due. Be sure to hang this calendar in a place where you can see it every day — your kitchen, your bedroom, even your bathroom!

5 The second step in time control is to prepare a weekly study schedule for the semester. Make up a chart that covers all the days of the week and all the waking hours in each day. On the chart, mark in all fixed hours in each day — hours for meals, classes, job (if any), and travel time. Next, mark in time blocks that you can realistically use for study each day. Depending on the number of courses you are taking and the demands of the courses, you may want to **block off**^① five, ten, even twenty or more hours of study time a week. Keep in mind that you should not block off time for study that you do not truly intend to use for study. Otherwise, your schedule will be a meaningless **gimmick**^②. Also, remember that you should leave time for some relaxation in your schedule. You will be happiest, and able to accomplish the most, when you have time for both work and play. Keep this schedule next to your calendar and use it as a daily guide.

6 The third step in time control is to make up a daily or weekly “to do” list. This may be the most valuable time-control method you ever use. On this list, write down the things you need to do for the following day or the following week. If you choose to write a weekly list, do it on Sunday night. If you choose to write a daily list, do it the night before. You may use a three-by-five-inch notepad or a small spiral-bound notebook for this list. Carry the list around with you during the day.

7 Always concentrate on doing first the most important items on your list. Mark high-priority items with an **asterisk**^③ and give them **precedence**^④ over low-priority items in order to make the best use of your time. For instance, you may find yourself deciding what to do after dinner on Thursday evening. Among the items on your list are “Clean inside of car” and “Review class notes for math quiz.” It is obviously more important for you to review your notes at this point; you can clean the car some other time. As you complete items you “to do” list, cross them out. Unfinished items can be rescheduled for the next day. By using a “to do” list, along with a monthly calendar and a weekly study schedule, you will begin to take control of your studies and your life!

Attend class and take notes

8 Tracy had always done pretty well in high school. When there were ideas that students were expected to remember, the teacher carefully wrote those ideas on the board or repeated them aloud so that students would have plenty of time to write them down. Sometimes teachers even distributed handouts that summarized materials or made it clear just what students would be

① 隔开, 抽出

② (为引人注意而搞的)花招, 把戏, 噱头

③ 星号

④ 优先

expected to study for a test. Tracy was unhappily surprised, then, to find herself *floundering*^① in college.

9 Her professors lectured at what seemed to Tracy an astonishing pace. She was never sure when to write and when to just listen. Sometimes she lost the professor's train of thought and just sat there *semi-paralyzed*^②, vaguely aware that facts and concepts she would never hear again were just flowing down the drain because she had no idea of what to write. Sometimes she began to daydream, and when the class ended, she would have only a quarter of a page of notes as a record of the information presented on that day. "All this is in the textbook," she would think uneasily. "I'll be able to get anything I've missed by just reading the book." Since most of her professors did not *take attendance*^③ Tracy began missing classes, especially on warm, sunny days or on Fridays. With each absence, she said the same thing to herself: "I'll just get any material I need by using the book." When her first exams came, Tracy's uneven and sketchy classroom notes were of little help. And the textbooks were too much to cover at the last minute. As a result, she failed those exams.

10 Tracy badly needed to learn about the second key to college success—taking effective class notes. The following hints will help make you a good note-taker.

11 •First, attend class faithfully. In class lectures and discussions, your instructor typically presents and develops the main idea and facts of the course—the ones you will be expected to know on exams. Going to classes is the heart of the college experience, and if you miss classes, the cold, hard fact is that you may be a college student in name only.

12 •Take a lot of notes in class. It is almost always better to write down too much than too little. You must get down a written record because forgetting *sets in*^④ almost immediately. Studies have made it very clear that after a month, you would be lucky to remember 5 percent of what you have heard! On the other hand, if you take extensive notes, you can review class material and go into a test knowing almost 100 percent of what an instructor has said.

13 •To save time, use abbreviations while taking notes. Abbreviate terms that recur frequently in a lecture, and put a key to your *abbreviations*^⑤ at the top of your notes. For example, in a sociology class, *eth* could stand for *ethnocentrism*^⑥; in a psychology class, *STM* could stand for *short-term memory*.

14 •Another hint for taking notes is to look for signals of importance. Write down whatever your instructor puts on the board. If he or she takes time to put material on the board, it is probably important, and the chances are very good that it will come up later on exams. In addition, always write down definitions, examples and lists of items. Lists of items are signaled

① 困难重重, 艰苦挣扎

② 半瘫痪地

③ 点名

④ 到来, 开始

⑤ 略语, 缩写形式

⑥ 种族中心主义

in such ways as “The two effects were...,” “There were three reasons for...,” “The four steps in the process are...,” and so on. Always number such lists in your notes: 1, 2, 3, and so on. They will help you understand relationships among ideas and organize the material of the lecture. Finally, if your instructor repeats a point, you can assume it is important. You might put an *R* for repeated in the margin, so that later you will know that your instructor has stressed it.

15 • Review your notes as soon as possible after class. Make the notes as clear as possible while they are fresh in your mind. A day later may be too late, because forgetting sets in very quickly. Make sure that punctuation is clear, that all words are readable and correctly spelled, and that unfinished sentences are completed (or at least **marked off**^① so that you can check your notes with another student's). Add clarifying or connecting comments whenever necessary. Make sure important ideas are clearly marked. Improve the organization if necessary, so that you can see at a glance main points and relationships among them.

Read your textbook in an organized way

16 For her first college exam, Laura was responsible for three chapters of her introductory sociology text. She began to read the chapters, using a purple highlighting pen. After ten pages, most of the pages were purple, and she realized that her method of highlighting was going to be of little help. She then read another ten pages without using the pen. At the end of those pages, too, she wondered just what she had accomplished. Then she decided that maybe she should take notes as she read, but she didn't know how many notes to take. Discouraged, she started flipping through pages at random, reading a bit here or there. She felt frustrated and confused about just what she needed to do to read and study the book, and she began to wonder if she really belonged in college.

17 Laura needed to learn the third key to college success — reading textbook material in a systematic way. Here is a four-step process called PRWR (Preview, Read, Write, Recite) that will boost your study power.

1. Preview the reading

18 A two-or-three-minute preview or survey of a reading gives you a general overview of the selection before you begin a careful reading. By “**breaking the ice**”^② and providing a quick sense of the new material, the preview will help you get into the reading more easily. There are four parts to a preview:

19 • *Consider the title.* The title is often a tiny summary of the chapter. Use it to help you focus in on the central idea of the material.

20 • *Read over the first and last paragraphs of the selection.* The first paragraph or so of a reading is often written as an introduction. It may thus present the main ideas, giving you an overview of what's coming. The last paragraphs may be a summary of a reading and thus give you

① 用标记标出

② 开头,开始

another general view of the main ideas.

21 • *Note headings and their relationships.* Main headings tell you what sections of a chapter are about. They are generally printed in darker or larger type; they may appear in capital letters or in a different color.

22 Subheadings fall under main headings and help identify and organize the material under main heads. Subheads are printed in a way that makes them more prominent than the text but less prominent than the main headings. A selection may even contain subheadings that label and organize material under the subheads. Here is how a series of heads might look:

23 • *Note material that is set off^① in some way.* Words in *italic*^② or **boldface**^③ type often indicate important terms and topics. Tables, graphs, and pictures are often used to illustrate key concepts.

2. Read the material and mark important parts

24 After previewing a selection, take the time to read it through from start to finish. Keep reading even if you run into some parts you don't understand. You can always come back to those parts. By reading straight through, you'll be in a better position to understand the difficult parts later.

25 As you read, mark points you feel are especially significant. This marking will make it easy for you to find the points later when you take study notes. The goal is to mark the most important ideas of a selection.

26 Here are some ways to mark off important ideas

- Underline definitions and identify them by writing DEF in the margin.
- Identify helpful examples by writing EX in the margin.
- Number 1, 2, 3, etc. the items in lists.
- Underline obviously important ideas.

27 We can further set off important points by writing IMP in the margin. If important material is several lines long, do not underline it all; instead, draw a vertical line alongside the material.

28 As you mark a selection, remember to be selective. Your marking should help you set off the most significant parts of the reading; if everything in a reading is marked, you won't have separated out the most important ideas. Often you won't know what the most important ideas in a paragraph or a section are until you've read all of it. So it's good to develop a habit of reading a bit and then going back to do the marking.

3. Write study notes

29 After reading and marking a selection, you are ready to take study notes. Taking notes is the key to successful learning. In the very act of deciding what is important enough to write down and then writing it down. You begin to learn and master the material.

30 Here are some guidelines to use in writing study notes:

-
- ① 标出,使与众不同
 - ② 斜体
 - ③ 黑体字

• After you have previewed, read, and marked the selection, reread it. Write on only one side of each page.

• Write clearly. Then you won't waste valuable study time trying to **decipher**^① your handwriting.

• Use a combination of the author's words and your own words. Using your own words at times forces you to think about and work at understanding the material.

• Organize your notes into a rough outline that will show relationships between ideas. Write main headings at the margin of your notes. **Indent**^② subheads about half an inch away from the margin. Indent sub-subheads even more.

• Also, number items in a list, just as you did when marking important items in a list in the text. Be sure each list in your notes has a heading.

4. Recite the ideas in your notes

31 After writing your study notes, go through them and write key words in the margin of your notes. The words will help you study the material.

32 To study your notes, turn the words in the margin into questions.

33 Finally — and this is a key point — go back and review your answer to the first question. Test yourself — see if you can say the answer without looking at it. Then test yourself on the second answer. As you learn each new bit of information, go back and test yourself on the previous information.

34 In summary, then, you should preview, read, write, and recite your college reading assignments. By doing so, and by also reciting and learning your classroom notes, you will be well prepared to deal with college exams.

Take responsibility for your studies

35 Not long into his first college semester, Ronald gave up on his classes. He was in college, but he stopped being a student. He spent his time playing sports, sleeping, watching a lot of television, and socializing with old and new friends. He wasn't ready to be an active student, but he played the game of being one. He carried books around and occasionally went to a class or two and **doodled in**^③ his notebook or dreamed about the great job he would have some day. Ronald wanted to enjoy his life and freedom, and after all his years of moving passively along from one grade to another in high school, he was not prepared to be an active learner in college.

36 The final key to success is deciding that a college degree can help you get where you want to go in your life. If you realize that earning a college degree is an important step you must take to achieve your career goals, you will take responsibility for your studies. You'll become an active learner, applying the skills in this article to make yourself as good a student as possible. Chances are you'll then discover that you enjoy learning for its own sake, and that even though you have to work hard, you'll be pleased and proud at what you are doing. You'll know that you have taken

① 破译, 辨认

② 缩进, 缩格

③ 乱涂, 胡写乱画

charge of your life, and that the final key to success lies in your hands and your heart.



Notes

“Keys to College Success” is selected from *Ten Steps to Advancing College Reading Skills*, fourth edition, edited by John Langan, published by Townsend Press in 2004.



Reading Comprehension

I. Understanding details.

1. According to the author, what are the four keys for you to becoming a smart student and a power learner?
2. Why didn't Gordon do well in his college studies?
3. According to the author, what are the three steps which can help you manage time well?
4. In the article, why is making a “to do” list the most valuable time-control method students ever use?
5. According to the author, what will help make you a good note-taker?
6. While taking notes, what signals of importance should you look for?
7. What is the PRWR system?
8. When previewing the reading, what parts of the reading should you pay attention to?
9. While reading the materials, what methods can you use to mark off the important ideas?

II. Exploring structure and ideas.

1. What is the topic of this article?
2. What is the author's purpose by giving some students' examples before illustrating each key to college success?
3. Of all the keys to college success, which one is probably the most important in the author's opinion? Why?
4. What is the meaning of “the final key to success is deciding that a college degree can help you get where you want to go in your life” in the last paragraph?
5. Do you have the same problems in your college study? If yes, what can you learn from this article?



Cultural Links

Find information about the following:

1. American education system
2. SAT, GRE, TOEFL
3. Ivy League

Text B

I recommend to you to take care of the minutes; for hours will take care of themselves.

—— Lord Chesterfield (1694 — 1773)

Managing Your Time

By Edwin Bliss

*In the following essay, which is excerpted from *Getting Things Done: The ABC's of Time Management*, Edwin Bliss offers a number of specific suggestions to help you organize your time more efficiently. Before reading his essay, take a few minutes to think about how you arrange each day: How carefully do you schedule your time? Do you make lists of things you want to do everyday? Do you usually accomplish more or less than you wanted to in a typical day? How well do you concentrate on a single activity? Are you able to say “no” to events you don't want to participate in? How much do you **procrastinate**^①? Are all aspects of your life in a healthy balance (e. g. , work, recreation, school, family)? If not, what could you do to create a more balanced life for yourself?*

1 I first became interested in the effective use of time when I was an assistant to a U. S. Senator. Members of Congress are faced with urgent and conflicting demands on their time—for committee work, **floor votes**^②, speeches, interviews, briefings, correspondence, investigations, **constituents'**^③ problems, and the need to be informed on a wide range of subjects. The more successful Congressmen develop techniques for getting maximum benefit from minimum investment of time. If they don't, they don't return.

2 Realizing that I was not one of those who use time effectively, I began to apply in my own life some of the techniques I had observed. Here are ten I have found most helpful.

3 Plan. You need a game plan for your day. Otherwise, you'll allocate your time according to whatever happens to land on your desk. And you will find yourself making the fatal mistake of dealing primarily with problems rather than opportunities. Start each day by making a general schedule, with particular emphasis on the two or three major things you would like to accomplish, including things that will achieve long-term goals. Remember, studies prove what common sense tells us: the more time we spend planning a project, the less total time is required for it. Don't let today's busywork crowd planning-time out of your schedule.

① 拖延, 耽搁

② (大选中)拉选票

③ 选民

4 Concentrate. Of all the principles of time management, none is more basic than concentration. People who have serious time-management problems invariably are trying to do too many things at once. The amount of time spent on a project is not what counts; it's the amount of uninterrupted time. Few problems can resist an all-out attack; few can be solved *piecemeal*.^①

5 Take Breaks. To work for long periods without taking a break is not an effective use of time. Energy decreases, boredom sets in, and physical stress and tension accumulate. Switching for a few minutes from a mental task to something physical — *isometric*^② exercises, walking around the office, even changing from a sitting position to a standing position for a while — can provide relief.

6 Merely resting, however, is often the best course, and you should not think of a “rest” break as poor use of time. Not only will being refreshed increase your efficiency, but relieving tension will benefit your health. Anything that contributes to health is good time management.

7 Avoid Clutter^③. Some people have a constant swirl of papers on their desks and assume that somehow the most important matters will float to the top. In most cases, however, clutter hinders concentration and can create tension and frustration — a feeling of being “*snowed under*”^④.

8 Whenever you find your desk becoming chaotic, take time out to reorganize. Go through all your papers (making generous use of the wastebasket) and divide them into categories: (1) Immediate action, (2) Low priority, (3) Pending, (4) Reading material. Put the highest priority item from your first pile in the center of your desk, then put everything else out of sight. Remember, you can think of only one task at a time, so focus all your attention on the most important one. A final point: clearing the desk completely, or at least organizing it each evening should be a standard practice. It gets the next day off to a good start.

9 Don't Be a Perfectionist. There is a difference between striving for perfection and being perfect. The first is attainable, gratifying and healthy. The second is often unattainable, frustrating and neurotic. It's also a terrible waste of time. The *stenographer*^⑤ who retypes a lengthy letter because of a trivial error, or the boss who demands such retyping, might profit from examining the *Declaration of Independence*. When the inscriber of that document made two errors of omission, he inserted the missing letters between the lines. If this is acceptable in the document that gave birth to American freedom, surely it would be acceptable in a letter that will be briefly glanced at *en route to*^⑥ someone's file cabinet or wastebasket!

10 Don't Be Afraid to Say No. Of all the timesaving techniques ever developed, perhaps the most effective is frequent use of the word no. Learn to decline, tactfully but firmly, every request that does not contribute to your goals. If you point out that your motivation is not to get out of work but to save your time to do a better job on the really important things, you'll have a good

① (= by piecemeal) 毫无系统地, 零敲碎打地

② 肌肉锻炼的

③ 凌乱, 杂乱

④ 使不胜负担

⑤ 速记员

⑥ 通往……的路上

chance of avoiding unproductive tasks. Remember, many people who worry about offending others **wind up**① living according to other people's priorities.

11 Don't Procrastinate. Procrastination is usually a deeply rooted habit. But we can change our habits provided we use the right system. **William James**, the father of American psychology, discussed such a system in his famous *Principles of Psychology*, published in 1890. It works as follows:

1) Decide to start changing as soon as you finish reading this article, while you are motivated. Taking that first step promptly is important.

2) Don't try to do too much too quickly. Just force yourself right now to do one thing you have been putting off. Then, beginning tomorrow morning, start each day by doing the most unpleasant thing on your schedule. Often it will be a small matter: an overdue apology; a confrontation with a fellow worker; an annoying chore you know you should tackle. Whatever it is, do it before you begin your usual morning routine. This simple procedure can well set the tone for your day. You will get a feeling of exhilaration from knowing that although the most unpleasant thing you have to do, you don't have to do it all day.

12 There is one caution, however: Do not permit any exceptions. William James compared it to rolling up a ball of string; a single slip can undo more than many turns can wind up. Be tough with yourself, for the first few minutes of each day, for the next two weeks, and I promise you a new habit of priceless value.

13 Apply radical Surgery. Time-wasting activities are like cancers. They **drain off**② vitality and have a tendency to grow. The only cure is radical surgery. If you are wasting your time in activities that bore you, divert you from your real goals and **sap**③ your energy, cut them out, once and for all.

14 The principle applies to personal habits, routines and activities as much as to ones associated with your work. Check your appointment calendar, your extracurricular activities, your reading list, your television viewing habits, and **ax**④ everything that doesn't give you a feeling of accomplishment or satisfaction.

15 Delegate⑤. An early example of failure to delegate is found in the Bible. **Moses**, having led his people out of Egypt, was so impressed with his own knowledge and authority that he insisted on ruling personally on every controversy that arose in Israel. His wise father-in-law, Jethro, recognizing that this was poor use of a leader's time, recommended a two-phase approach: first, educate the people concerning the laws; second, select capable leaders and give them full authority over routine matters, freeing Moses to concentrate on major decisions. The advice is still sound.

① 以……告终或结束

② 流失,枯竭

③ 使虚弱,削弱

④ (= axe),无情地去除

⑤ 委托他人

16 You don't have to be a national leader or a corporate executive to delegate, either. Parents who don't delegate household chores are doing a **disservice**^① to themselves and their children. Running a Boy Scout troop can be as time-consuming as running General Motors if you try to do everything yourself. One caution: giving subordinates jobs that neither you nor anyone else wants to do isn't delegating, it's assigning. Learn to delegate the challenging and rewarding tasks, along with sufficient authority to make necessary decisions. It can help to free your time.

17 **Don't Be a "Workaholic"**^②. Most successful executives I know work long hours, but they don't let work interfere with the really important things in life, such as friends, family and **fly-fishing**^③. This differentiates them from the workaholic who becomes addicted to work just as people become addicted to alcohol. Symptoms of work addiction include refusal to take a vacation, inability to put the office out of your mind on weekends, a **bulging**^④ briefcase, and a spouse, son or daughter who is practically a stranger.

18 **Counseling**^⑤ can help people cope with such problems. But for starters, do a bit of self-counseling. Ask yourself whether the midnight oil you are burning is adversely affecting your health. Ask where your family comes in your list of priorities, whether you are giving enough of yourself to your children and spouse, and whether you are deceiving yourself by pretending that the sacrifices you are making are really for them.

19 Above all else, good time management involves an awareness that today is all we ever have to work with. The past is **irretrievably**^⑥ gone, the future is only a concept. British art critic John Ruskin had the word "TODAY" carved into a small marble block that he kept on his desk as a constant reminder to "Do It Now." But my favorite quotation is by an anonymous philosopher:

Yesterday is a canceled check.

Tomorrow is a promissory note.

Today is ready cash. Use it!



Notes

- 1. Edwin Bliss:** An internationally known consultant on time-management techniques, Edwin Bliss earned his B. S. and M. S. degrees at the University of Utah, worked as a reporter for the Columbus Dispatch, taught journalism at a variety of schools, and was a lobbyist for the National Industrial Council and the United States Chamber of Commerce. Not until he became a member of the Washington staff of Senator Wallace F. Bennett, however, did he begin to understand the importance of time management techniques to work as a consultant for a number of businesses in America and abroad through public seminars sponsored by a company

① 损害,伤害,危害

② 工作狂

③ 用假蝇钓鱼

④ 膨胀的

⑤ (心理)咨询,辅导

⑥ 不可挽回地