全国普通高等学校优秀教材一等奖 第一版
普通高等教育“十一五”国家级规划教材

总主编 虞苏美 黄源深

Extensive Reading

英语泛读教程

第三版

主 编 刘乃银

3

Student's Book
学生用书

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3

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内容提要

《英语泛读教程》(第三版)是普通高等教育"十一五"国家级规划教材，供高等学校英语专业一、二年级学生使用，也适用于同等程度的英语自学者。全套教材共4册。本书为第三册，共15个单元。每单元一般分为四部分：第一部分为阅读课文及练习，练习包括判断课文中心思想、阅读理解、课堂讨论题和词汇练习；第二部分为阅读技巧，重点介绍各种阅读技巧，并配有相应的练习；第三部分为快速阅读练习，提供3篇短文，要求在规定的时间内完成；第四部分为课外阅读，提供和课文长度相当的语言材料，配有阅读理解题和思考题。

本教材第三版替换了第二版的部分内容，并根据难易程度调整了单元顺序，使阅读文章题材更加广泛、更具有时代感。

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前　言

《英语泛读教程》（第三版）是普通高等教育“十一五”国家级规划教材，供高等学校英语专业一、二年级使用，也适用于同等程度的英语自学者。本教材旨在提高学生英语阅读理解能力，扩大学生词汇量，介绍基本的阅读技巧。

本教材编写的主要特点：

一、阅读材料题材广泛，涉及英语国家社会、政治、经济、文化等方面；内容新颖，注意收入反映近年来社会进步和科学技术发展的文章；注重趣味性，文体多样。

二、突破传统教材课文篇幅太短的局限，阅读量明显加大。课文长度从第一册的1 200词增加到第四册的2 400词。学生通过阅读实践，可扩大英语词汇量，提高阅读速度和理解能力。

三、注重培养学生快速、准确、有效地获取信息的能力和把握文章中心思想的能力，训练学生见“树”又见“林”的能力。

本教材共4册，每册15个单元，按阅读材料的内容和难度进行编排。单元一般分为四部分。第一部分为阅读课文及练习，练习包括判断课文中心思想、阅读理解、课堂讨论题和词汇练习；第二部分为阅读技巧，重点介绍各种阅读技巧，并配有相应的练习；第三部分为快速阅读练习，提供3篇短文，要求在规定的时间内完成；第四部分为课外阅读，提供与课文长度相当的语言材料，配有阅读理解题和思考题。第3、6、9、12、15单元无“阅读技巧”部分。

本书是《英语泛读教程》（第三版）第三册。在本册第一、二版编写过程中曾有多位教师参加，在此谨表谢意。第一版中的一部分内容曾在华东师范大学英语系试用，有关教师和同学给予了热情的支持。Mr. Robert A. Mackie仔细阅读了教材，提出了修改意见，为保证教材质量作出了贡献。复旦大学孙骊教授、高等学校外语专业教学指导委员会委员华南理工大学秦秀白教授、大学英语专业课程指导委员会委员北京师范大学王蔷教授、湖北黄冈师范学院蓝葆春教授和河南新乡师范高等专科学校郭爱先教授也为教材提出了意见。

第一、二版教材自出版后，为全国多所高校选用，受到广大师生欢迎。许多教师也对教材提出了建设性意见，我们根据这些意见对其进行了修订。第三版在第二版的基础上，对内容进行增删调整，增加了新的阅读材料，以符合时代发展的需要。具体而言：第三册更换了第一单元和第十五单元的阅读课文，第四单元和第八单元的课外阅读文章；并根据难易程度调整了部分单元顺序。由于编者的水平和经验的限制，错误和缺点在所难免，欢迎读者批评指正。

编　者

2011年4月

Contents

Unit 1

1 Text

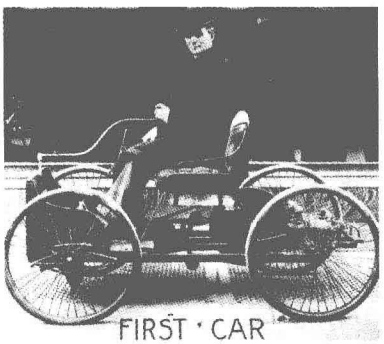
The Art of Creative Thinking

by John Adair

Creativity is essential to human progress. In the following passage, John Adair offers insights and tips for practical creative thinkers.

The importance of creative thinking today needs no emphasis. In your profession or sphere of work you will have a competitive advantage if you develop your ability to come up with new ideas. In your personal life, too, creative thinking can lead you into new paths of creative activity. It can enrich your life—though not always in the way you expect.

Human Creativity Humans cannot make anything out of nothing. Once, a distinguished visitor to Henry Ford's auto plants met him after an exhaustive tour of the factory. The visitor was lost in wonder and admiration. "It seems almost impossible, Mr Ford," he told the industrialist, "that a man, starting 25 years ago with practically nothing, could accomplish all this." Ford replied, "But that's hardly correct. Every man starts with all there is. Everything is here—the essence and substance of all there is." The potential materials—the elements, constituents or substances of which something can be made or composed—are all here in our universe.



You may have noticed that we tend to bestow the word "creative" on products that are very far removed from the original raw materials used. A masterpiece by Rubens was once a collection of blue, red, yellow and green worms of paint on the artist's palette. Now the physical materials—paints and canvas for an artist, paper and pen for an author—are entirely secondary. Creation here is more in the mind. Perception, ideas and feelings are combined in a concept or vision. Of course, the artist, writer or composer needs skill and technique to form on canvas or paper what is conceived in the mind.

The same principle holds good in creative thinking as in creativity in general. Our creative imaginations must have something to work on. We do not form new ideas out of nothing. As Henry Ford said above, the raw materials are all there. The creative mind sees

possibilities in them or connections that are invisible to less creative minds.

That conclusion brings enormous relief. You do not have to conjure up new ideas from the air. Your task as a creative thinker is to combine ideas or elements that already exist. If the result is an unlikely but valuable combination of ideas or things that hitherto were not thought to be linked, then you will be seen as a creative thinker. You will have added value to the synthesis, for a whole is more than the sum of its parts.

Use Analogy Put yourself into the shoes of an inventor. You have become dissatisfied with the solution to some existing problem or daily necessity. You are casting about in your mind for a new idea. Something occurs to you, possibly suggested by reading about other people's attempts in the files of the patent office. You go home and sketch your invention, and then make a model of it.

The point is that the model you have reached may well have been suggested by an analogy from nature. Indeed you could look upon nature as a storehouse of models waiting to be used by inventors. Remember that what the natural model suggests is usually a principle that nature has evolved or employed to solve a particular problem or necessity in a given situation. That principle can be extracted like venom from a snake and applied to solve a human problem. Radar, for example, came from studying the uses of reflected sound waves from bats. The way a clam shell opens suggested the design for aircraft cargo doors.

The same fundamental principle—that models for the solution to our problems probably already exist, we do not have to create them from nothing—can be applied to all creative thinking, not just to inventing new products. Take human organization for example. Most of the principles involved can be found in nature: hierarchy (baboons[1]), division of labor (ants, bees), networks (spiders' webs), and so on. If you are trying to create a new organization you will find plenty of ready-made models in human society, past or present. Remember, however, that these are only analogies. If you copy directly you are heading for trouble.

Widen your span of relevance Farming in his native Berkshire in the early eighteenth century, the British agriculturalist, Jethro Tull, developed a drill enabling seeds to be sown mechanically, and so spaced that cultivation between rows was possible in the growth period. Tull was an organist, and it was the principle of the organ that gave him his new idea. What he was doing, in effect, was to transfer the technical means of achieving a practical purpose from one field to another.

Tull's case indicates that inventors may have knowledge in more than one field. They may even work in a quite different sphere from the one in which they make their names as discoverers or inventors. Look at the following list of inventions with the occupations of their inventors:

Invention	**Inventor's main occupation**
Ballpoint pen	Sculptor

Safety razor	Traveling salesman
Kodachrome films	Musician
Automatic telephone	Undertaker
Parking meter	Journalist
Pneumatic tyre[2]	Veterinary surgeon
Long-playing record	Television engineer

The lack of expert or specialized knowledge in a given field is no bar to being able to make a creative contribution. Indeed, too much knowledge may be a disadvantage. As Disraeli said, we must "learn to unlearn." Sir Barnes Wallis, the British aeronautical engineer who helped to develop the Concorde supersonic airliner and the swing-wing aircraft, failed his London matriculation examination at the age of 16. "I knew nothing," he said in a television interview, "except how to think, how to grapple with a problem and then go on grappling with it until you had solved it."

"Experience has shown," wrote Edgar Allan Poe, "and a true philosophy will always show, that a vast, perhaps the larger, portion of the truth arises from the seemingly irrelevant." That is a great reason for traveling. For one seeing is worth 100 hearings. Go and look for yourself. You may discover technologies that are ripe for transfer.

Curiosity "The important thing is not to stop questioning," said Einstein. "Curiosity has its own reason for existing. One cannot help but be in awe when one contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity."

Such curiosity is—or should be—the appetite of the intellect. The novelist, William Trevor, for example, sees his role as an observer of human nature: "You've got to like human beings, and be very curious," he says, otherwise he doesn't think it is possible to write fiction.

Of course, curiosity in this sense must be distinguished from the sort of curiosity that proverbially kills the cat. The latter implies prying into other people's minds in an objectionable or intrusive way, or meddling in their personal affairs. True curiosity is simply the eager desire to learn and know. Such disinterested intellectual curiosity can become habitual. Leonardo da Vinci's motto was "I question."

"Curiouser and curiouser!" cried Alice in Wonderland. Too often it is only something curious, rare or strange that arouses our curiosity. But what excites attention merely because it is strange or odd is often not worth any further investigation. We do have to be selective in our curiosity.

In creative thinking, curiosity about what will happen next is an important ingredient in motivation. It is not simply a case of being curious in order to gather information, the raw materials of creative thought. Rather, creative thinking is itself a way of learning something new.

Chance favors only the prepared mind Before the development of the float process by a research team led by Sir Alastair Pilkington, glass-making was labor intensive and time-consuming, mainly because of the need for grinding and polishing surfaces to get a brilliant finish. Pilkington's proprietary process eliminated this final manufacturing stage by floating the glass, after it is cast from a melting furnace, over a bath of molten tin about the size of a tennis court. The idea for "rinsing" glass over a molten tin bath came to Sir Alastair when he stood at his kitchen sink washing dishes. The float process gives a distortion-free glass of uniform quality with bright, fire-polished surfaces. Savings in costs are considerable. A float line needs only half the number of workers to produce three times as much glass as old production methods. Since the introduction of the process, it is estimated to have earned Pilkington over $2 billion in royalties.

It is interesting to reflect how many other inventions have been the result of such unexpected or chance occurrences. The classic example, of course, is the discovery of penicillin by Sir Alexander Fleming. The sweetening effect of saccharine[3], another example, was accidentally discovered by a chemist who happened to eat his lunch in the laboratory without washing his hands after some experiments. Ira W Rufel observed the effects when a feeder failed to place a sheet of paper in a lithograph[4] machine, and the work on the printing surface left its full impression upon the printing cylinder: it led him to invent the offset method of printing. The idea of the mirror galvanometer[5] first occurred to William Thompson when he happened to notice a reflection of light from his monocle.

Charles Goodyear discovered the vulcanization[6] of rubber in 1839 by similar observation of a chance event. He had been experimenting for many years to find a process of treating crude or synthetic rubber chemically to give it such useful properties as strength and stability, but without success. One day as he was mixing rubber with sulphur he spilt some of the mixture on to the top of a hot stove. The heat vulcanized it at once. Goodyear immediately saw the solution to the problem that had baffled him for years.

As Goodyear pointed out, however, chance was by no means the only factor in his useful discovery. He said: "I was for many years seeking to accomplish this object, and allowing nothing to escape my notice that related to it. While I admit that these discoveries of mine were not the result of scientific chemical investigation, I am not willing to admit that they are the result of what is commonly called accident. I claim them to be the result of the closest application and observation."

Goodyear's words highlight the importance of having a wide focus of attention and keen powers of observation. His message is admirably summed up in Pasteur's famous words: "In the field of observation, chance favors only the prepared mind."

(1 805 words)

Notes

1. baboon: 狒狒
2. pneumatic tyre: 气胎
3. saccharine: 糖精
4. lithograph: 石版印刷
5. galvanometer: 检流计
6. vulcanization: 橡胶的硬化,硫化

Exercises

A. Determining the main idea.

Choose the best answer.

The main purpose of the text is to show _____.

a. how easy creation is
b. why we should be creative
c. what practical creative thinkers should do
d. when chance favors the prepared mind

B. Comprehending the text.

Choose the best answer.

1. When Ford said "Every man starts with all there is," he meant that when we create, _____.
   a. we create from nothing
   b. we make use of things available to us
   c. materials we have are secondary
   d. creation is actually in the mind
2. Using analogy means _____.
   a. working for new ideas
   b. putting oneself into the shoes of an inventor
   c. reading others' experiences
   d. making use of models in the world around us
3. The examples of radar and aircraft cargo doors illustrate that _____.
   a. sometimes there are examples in nature for the creators to learn
   b. the principles of radar and aircraft cargo doors came to us easily
   c. principles of creation exist in nature waiting for us to find
   d. everything that is invented comes from nature

4. Principles of human organization can also be found in nature. For instance, ants and bees are noted, according to the author, for making use of _____.
   a. social hierarchy
   b. labor division
   c. networks
   d. efficient production
5. Jethro Tull's case illustrates that _____.
   a. an organist is better suited for the making of the drill sowing seeds
   b. the principle of a different field might be useful for creation
   c. to invent something practical, one should be practical
   d. spacing is important for cultivation between rows
6. When Disraeli said that we must "learn to unlearn," he meant that _____.
   a. the more we know, the better we create
   b. the less we know, the better we create
   c. lack of specialized knowledge in a given field is a bar to creation
   d. too much knowledge sometimes may be a disadvantage for creation
7. True curiosity is marked by all of the following EXCEPT _____.
   a. simply an eager desire to learn and know
   b. a disinterested intellectual act
   c. a questioning spirit
   d. being curious indiscriminatingly
8. Charles Goodyear discovered the vulcanization of rubber _____.
   a. by repeated investigation
   b. by mere chance
   c. with a prepared mind
   d. with no previous experimentation

C. Discussing the following topics.

1. What are the tips offered by John Adair for practical creative thinkers?
2. Do you agree with Disraeli, who said that we must "learn to unlearn?" Give reasons for your answer.

D. Understanding vocabulary.

Choose the correct definition according to the context.

1. The potential materials—the elements, *constituents* or substances of which something can be made or composed—are all here in our universe.
   a. components
   b. exponents

c. constitutions
d. consistence

2. Of course, the artist, writer or composer needs skill and technique to form on canvas or paper what is *conceived* in the mind.
   a. received
   b. believed
   c. evaluated
   d. conceptualized
3. You will have added value to the *synthesis*, for a whole is more than the sum of its parts.
   a. analytic thinking based on good reasoning
   b. deductive thinking from the general to the particular
   c. inductive thinking from the particular to the general
   d. making a complex whole by combining ideas
4. Remember that what the natural model suggests is usually a principle that nature has *evolved* or employed to solve a particular problem or necessity in a given situation.
   a. developed
   b. resolved
   c. envolved
   d. volved
5. That principle can be extracted like *venom* from a snake and applied to solve a human problem.
   a. fluid
   b. ejection
   c. bite
   d. poison
6. Sir Barnes Wallis, the British aeronautical engineer who helped to develop the Concorde supersonic airliner and the swing-wing aircraft, failed his London *matriculation* examination at the age of 16.
   a. judicial
   b. mathematics
   c. admission
   d. expertise
7. Pilkington's *proprietary* process eliminated this final manufacturing stage by floating the glass, after it is cast from a melting furnace, over a bath of molten tin about the size of a tennis court.
   a. properly planned
   b. with priority
   c. ingeniously made
   d. with the exclusive legal right
8. Goodyear's words *highlight* the importance of having a wide focus of attention and keen powers of observation.
   a. reveal

b. emphasize
c. play down
d. indicate

2 Reading Skills

Newspapers and Headlines

Do you have the habit of reading newspapers in English? What newspapers do you like to read? The following is a list of the major newspapers in Britain and the United States.

- **The major newspapers in Britain**

Dailies:	Sundays:
The Times	*News of the World*
The Guardian	*The Observer*
Financial Times	*The Sunday People*
The Daily Telegraph	*Sunday Mirror*
Daily Express	*The Sunday Telegraph*
Daily Mail	*The Sunday Times*
Daily Mirror	

- **The major daily newspapers in the United States**

The New York Times	*USA Today*
The Washington Post	*The Chicago Tribune*
The Los Angeles Times	*The Detroit News*
The Wall Street Journal	*New York Daily News*
The Christian Science Monitor	

Newspapers, along with reporting the news, instruct, entertain, and give opinions. A newspaper has separate sections: world news, national and local news, sports, business, entertainment, opinions, comics, classified ads, etc.

You can be a better reader if you know what to expect in a newspaper. For example, when you read a newspaper you usually look quickly at headlines first. Newspaper headlines have a language of their own and it is necessary to learn about it. Please read the following headlines:

Moscow official wounded by gunmen
Earthquake rocks Turkey
Husband to sue wife
Boy on cliff rescued

Young Sudanese refugees endured famine, separations from family

From above we can see two prominent features of English newspaper headlines:

- Headlines are almost always in the present tense and even future events are put in the present tense
- Headlines generally omit unnecessary words, especially articles and the verb **to be. And** is often replaced by a comma.

Newspaper headlines can be classified into several types:

- **Straight headlines** give you the main topic of the story. They are the most common type of headline and are the easiest to understand.
  Snow has chilling effects on South
  Clinton offers Bush advice
- **Headlines that ask a question,** report a future possibility or offer some doubt about the truth or accuracy of the story.
  Can technology fix ballot woes?
  Do market analysts have bad aim or bad intentions?
- **Headlines that contain a quotation** which is important or which shows that a statement is not proven.
  Mother: Let my baby go
  "We won't quit"
- **Double headlines** are two-part headlines for the same story and are often used for major events.
  How Express broke diplomatic silence
  HUSH-UP ON "SPY" ENVOYS
- **Feature headlines** are used for stories that are either highly unusual or amusing. Headlines for such stories try to be as clever as possible to catch the reader's interest.
  Teletubbies maker seeks funds for expansion
  Dead student fell under the crush during clashes

Practice

Add the missing words to the following headlines.

1. Council leader raps school decision
2. Bush, leaders meet in D.C.
3. Fed policy may start to focus on risk of slowing economy
4. Last call on the horizon