



“十二五”普通高等教育本科国家级规划教材

新世纪商务英语专业本科系列教材（第二版）/ 总主编 王立非

商务英语 阅读教程

主编 叶兴国

BUSINESS ENGLISH:
A READING COURSE

3

本册主编 王嘉祺

学生用书 Student's Book



“十二五”普通高等教育本科国家级规划教材

新世纪商务英语专业本科系列教材（第二版） / 总主编 王立非

商务英语 阅读教程

3

BUSINESS ENGLISH: A READING COURSE

学生用书 Student's Book

主 编 叶兴国
本册主编 王嘉禔
编 者 王嘉禔 伍巧芳 张培智
方 芳 甘翠平 李海燕

图书在版编目 (CIP) 数据

商务英语阅读教程3学生用书 / 叶兴国主编; 王嘉祺分册主编.

—上海: 上海外语教育出版社, 2017

新世纪商务英语专业本科系列教材. 第二版

ISBN 978 - 7 - 5446 - 4611 - 6

I. ①商… II. ①叶… ②王… III. ①商务—英语—阅读教学—高等学校—教材

IV. ①F7

中国版本图书馆CIP数据核字 (2017) 第001182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 昂

印 刷: 启东市人民印刷有限公司

开 本: 850×1168 1/16 印张 20.5 字数 548千字

版 次: 2017年4月第1版 2017年4月第1次印刷

印 数: 2 100 册

书 号: ISBN978-7-5446-4611-6 / H · 2097

定 价: 48.00 元

本版图书如有印装质量问题, 可向本社调换

总主编 王立非

专家委员会:(按姓氏笔画排序)

王晓群	王鲁男	邓海	平洪
叶兴国	史兴松	吕世生	刘法公
许德金	严明	李生禄	杨霞
肖云南	陈洁	陈建平	陈淮民
林添湖	俞洪亮	洪岗	宫恒刚
姚孝军	贺云	翁凤翔	郭桂杭
黄国文	彭青龙	程幼强	谢群

Helen Spencer-Oatey 华威大学

Peter Franklin 康斯坦茨应用科技大学

V.J. Bhatia 香港城市大学

Winnie Cheng 香港理工大学

总序

进入“十三五”，我国高等英语教育迎来深化改革和创新发展的关键期，商务英语专业也随之从规模发展进入内涵发展和质量提升的新常态。截至2016年，全国已有293所高校开办了商务英语本科专业，有近500所高校的英语类专业开设了商务方向或课程。2017年，教育部制订的《高等学校商务英语专业本科教学质量国家标准》（以下简称《国家标准》）也将颁布，对商务英语人才培养提出了明确要求，以满足对外开放的国家战略和需求。

为了认真贯彻落实《国家标准》，全国高等学校商务英语专业教学协作组与上海外语教育出版社密切合作，对入选“十二五”普通高等教育本科国家级规划教材的“新世纪商务英语专业本科系列教材”进行全面修订。修订后的“新世纪商务英语专业本科系列教材（第二版）”体系更加完整，涵盖英语知识与技能和商务知识与技能两个模块，很好地体现出《国家标准》对商务英语专业学生知识和能力的要求。

本系列教材中，英语知识与技能模块包含《商务英语综合教程》、《商务英语视听说教程》、《商务英语阅读教程》、《商务英语写作教程》、《商务英语论文写作》、《商务英语口译教程》、《商务英汉翻译教程》等。

商务知识与技能模块包含《国际贸易实务与操作》和《国际商业伦理》、《国际商务合同》、《国际经济学》、《国际知识产权》、《国际营销》、《国际支付》、《国际贸易单证》等简明教程。

本系列教材具有以下四个鲜明的特色：

第一，完全对接《国家标准》规定的培养目标和课程体系，突出打牢英语基本功，拓宽国际视野，提升人文素养，培养商务意识和素养，提高商务英语技能、商务实践能力、跨文化交流能力、思辨与创新能力。

第二，编写理念先进，选材新颖，充满时代感，坚持语言、文化、商务三者有机结合，充分体现国际化、人文性、复合型、应用性的特点和全人教育的理念。

第三，体系完整，覆盖商务英语专业核心课程，英语知识与技能教材突出听、说、读、写、译、跨文化交际等技能训练导向；商务知识与技能教材理论体系完整，知识讲解简明

扼要,语言原汁原味,配套练习实用性和可操作性强,注重中外真实案例分析,培养思辨和创新能力。

第四,课堂任务设计多样化和立体化特色鲜明,突出网络多媒体技术的应用,提供丰富的视频材料和教学资源,加大了语言学习的趣味性和输入的有效性。

本系列教材是全国高等学校商务英语专业教学协作组重点推荐的教材,由国内商务英语教学专家编写,可供一、二年级商务英语专业本科生、英语专业商贸方向学生、财经类院校本科生以及各类经管专业本科生使用,同时也可作为大学英语ESP课程模块的商务英语教材,以及各类企业培训和社会商务英语学习者的参考书。本套教材的修订得到上海外语教育出版社领导和编辑的大力支持,在此表示衷心感谢。



全国高等学校商务英语专业教学协作组组长
对外经济贸易大学教授、博士生导师

前言

本教程自2010年10月出版以来,社会反响颇佳,被评定为“‘十二五’普通高等教育本科国家级规划教材”,使用本教程的学生人数也呈逐年攀升之势。

在过去的六年时间里,商务英语教育的形势发生了四大变化:首先,教育部在2012年颁布实施了对我国的高等教育具有基础性、全局性、战略性意义的《普通高等学校本科专业目录(2012)》。商务英语作为“比较成熟、布点较多、稳定性好、共识度高的专业”之一被列入了《专业目录》。其次,批准开设商务英语本科专业的院校已从2010年的32所发展至2016年的293所。第三,教育部制定了《高等学校商务英语专业本科教学质量国家标准》。第四,外经贸事业的跨越式发展对商务英语专业人才提出了强劲的需求;同时,商务英语专业教育的成果又进一步促进了外经贸事业的发展。以进出口总额为例,2010年我国进出口总额为1.5万亿美元,2014年已增至4.3万亿美元。再加上5 000亿美元的服务贸易进出口总额,2014年我国的进出口总额已约占当年全国GDP总额的50%,是2010年的三倍。

同时我们注意到,我国的人口约占全球总人口的18%,2014年的出口总额仅占全球出口总额的12.5%;德国的人口约占全球总人口的1.17%,2014年德国的出口总额却约占全球出口总额的7%。这就是贸易大国和贸易强国之间的区别。贸易大国向贸易强国逐步转变的进程呼唤我们培养出更多更高水平的商务英语人才。

为了更好地满足国家的需求,更好地适应已经变化了的国际商务环境,切实提高学生实际运用商务英语的能力,也为了给贸易大国向贸易强国转变的宏大事业添砖加瓦,我们对《商务英语阅读教程》进行了修订。

本教程主要培养学生的阅读理解能力、语言观察能力、逻辑思维能力、跨文化沟通能力、通过阅读获取信息的能力等。本教程把提高学生的阅读技能,培养阅读兴趣,养成良好的阅读习惯和扩大词汇量也作为预设目标。

教材修订参照了教育部制定的《高等学校商务英语专业本科教学质量国家标准》,并围绕商务英语本科专业国际化、复合型和应用性的专业特点,以及素质、知识和能力三位一体的人才培养规格,对原有的内容逐篇审阅,更新了约三分之一的内容。

本教程修订后保持并强化了以下特色:

复合性:选材力求体现一般英语和商务英语文章的复合,逐渐增加商务英语文章的数量。

权威性:一般英语文章主要选自经典作家和经典著作,商务英语文章主要选自英语国家的权威刊物,如《财富》、《经济学家》、《商业周刊》、《读者文摘》、《广告时代》、《今日世界》、《当代管理》、《每月评论》、《时代周刊》、《新闻周刊》、《福布斯》、《远东经济评论》、《世界贸易》、《商业战略研究》、《金融战略》等。编者也从互联网上选择了一些材料。在选材时兼收

了一般英语和商务英语文章,在内容上兼顾了的文章的经典性和新颖性。

可读性:选材力求短小精悍,内容隽永,兼顾题材的丰富性和体裁的多样性,特别注重文章的趣味性和可读性,以培养和保护学生的阅读兴趣。

系统性:每单元的阅读材料涉及国际商务的一个领域,如营销、金融、会计、审计、税务、跨国公司、投资、物流、房地产、统计、商务、贸易、法律、运输、旅游、银行、广告、零售、批发、保险、电信、国际组织或政府间组织、国际协定等。阅读技巧涉及词汇理解、句子理解、篇章理解、段落理解和快速阅读技巧等。在难度上由浅入深,篇幅上从短到长,循序渐进。

除了上述特点,为了让大学生尽早阅读真实的,而不是专门为课本编写的英语文章,除个别晦涩难懂的词语,一般不对文章做任何改写,只在不影响文章连贯性的前提下对部分课文做了一些必要的删节。在选材过程中,力求一个单元的阅读材料具有某种内在联系。每册的生词在500到650个之间。为提高阅读的流畅性,补充阅读材料仅在生词后做随文注。在练习形式上,编者从课堂教学方面考虑,设计了一些讨论题,也安排了一些多项选择、正误判断、填空、词义配对和翻译练习。在设计多项选择题时兼顾了细节事实、语义理解、逻辑推理和作者态度或观点类问题。所有练习均围绕文章中的疑点、难点、重点设计。为了给教师提供教学参考和方便学生自学,教师用书包含了背景知识、补充注释和参考答案。

本教程共四册。编写人员包括叶兴国(主编、第二册主编)、谢文怡(第一册主编)、王艳艳(第二册主编)、王嘉祺(第三册主编)和翁凤翔(第四册主编)。谢文怡(分册主编)、薛克清和卢欣欣参加了第一册第一版的编写工作。谢文怡(分册主编)、薛克清(分册副主编)、李锐(编写人员)和刘悦(编写人员)参加了第一册修订版的编写工作。伍巧芳、方芳、张培智、甘翠平和李海燕参加了第三册第一版和修订版的编写工作。

许多专家学者对本教材的编写给予了帮助。在此,向关心和帮助本教程编写和修订的所有人员表示衷心感谢。

由于编者水平有限,书中难免有不妥甚至谬误之处。我们恳切希望使用本教材的教师、学生和其他读者提出宝贵意见。

叶兴国

2016年8月于上海

Unit 1 Education	1
Part I Pre-reading Questions	1
Part II Extensive Reading	2
Text A Getting In Gets Harder	2
Text B Is It Worth It?	8
Part III Reading Skills: Paragraph 段落 (1)	13
Part IV Fast Reading Practice: Teachers Demand Cut in Class Sizes to 20	15
Part V Supplementary Reading: Overview of Education in China	19
Unit 2 Multinational Corporation	21
Part I Pre-reading Questions	21
Part II Extensive Reading	22
Text A Going Global	22
Text B Sony Is Not Japan	28
Part III Reading Skills: Paragraph 段落 (2)	33
Part IV Fast Reading Practice: CFO in Focus	35
Part V Supplementary Reading: Fast Food Nation	39
Unit 3 Sino-U.S. Trade	41
Part I Pre-reading Questions	41
Part II Extensive Reading	42
Text A Trade Disputes	42
Text B The Runaway Trade Giant	48
Part III Reading Skills: Paragraph 段落 (3)	53
Part IV Fast Reading Practice: It's Not Too Late to Choose Business	54
Part V Supplementary Reading: Finance Industry Employees Top Salary Rankings	59
Unit 4 International Organization	61
Part I Pre-reading Questions	61
Part II Extensive Reading	62
Text A Asian Infrastructure Investment Bank	62
Text B The United Nations Explained: Its Purpose, Power and Problems	68
Part III Reading Skills: Topic Sentence 主题句	73
Part IV Fast Reading Practice: The Story of the BRICs	74
Part V Supplementary Reading: Brexit	78

Unit 5 Management	81
Part I Pre-reading Questions	81
Part II Extensive Reading	82
Text A Peter F. Drucker, a Pioneer in Social and Management Theory	82
Text B Building a Better CEO	88
Part III Reading Skills: Development of Topics 主题扩展	93
Part IV Fast Reading Practice: Corner of Finance Where Women Are Climbing	94
Part V Supplementary Reading: Changing Perceptions	98
Unit 6 Marketing	101
Part I Pre-reading Questions	101
Part II Extensive Reading	102
Text A Why Western Marketing Strategies Fail in China	102
Text B The Do's and Don'ts of Social Media Marketing	108
Part III Reading Skills: Comprehension of Articles 理解文意	113
Part IV Fast Reading Practice: Why Amazon Should Fear Alibaba	114
Part V Supplementary Reading: Online Sales Get Spring Festival Boost	118
Unit 7 International Trade	121
Part I Pre-reading Questions	121
Part II Extensive Reading	122
Text A Why Chinese Factories Fare Poorly in the U.S.	122
Text B Trade within Africa	128
Part III Reading Skills: Background Information 背景知识	133
Part IV Fast Reading Practice: TPP, TTIP and RCEP: Implications for South Asian Economies	134
Part V Supplementary Reading: Beijing, Seoul Start New Chapter in Trade	137
Unit 8 Retailing	139
Part I Pre-reading Questions	139
Part II Extensive Reading	140
Text A Retailing	140
Text B Retailing Chains Caught in a Wave of Bankruptcies	146
Part III Reading Skills: Inferring the Meaning of Words 词义推测	151
Part IV Fast Reading Practice: Is Online Retailing a Victim of Its Own Success?	152
Part V Supplementary Reading: Just a Click Away	156

Unit 9	Housing Market	159
Part I	Pre-reading Questions	159
Part II	Extensive Reading	160
	Text A Bad-news Bulls	160
	Text B Seniors Find Safety in Numbers as Home Developers Court the Grey Pound	165
Part III	Reading Skills: Figure of Speech 修辞手段	170
Part IV	Fast Reading Practice: US Housing Crash Continues?	171
Part V	Supplementary Reading: Overseas Funds Active in Market	175
Unit 10	Investment and Regulatory Environment	177
Part I	Pre-reading Questions	177
Part II	Extensive Reading	178
	Text A Pushing the Limits	178
	Text B Buckle Up	183
Part III	Reading Skills: Signal Words 信号词	188
Part IV	Fast Reading Practice: Spooking Investors	189
Part V	Supplementary Reading: Chinese Deals Lead List of Acquisitions Reviewed by US	193
Unit 11	Business Laws	195
Part I	Pre-reading Questions	195
Part II	Extensive Reading	196
	Text A Waiting for Armageddon	196
	Text B Big Headache or Big Bang?	201
Part III	Reading Skills: 5Ws Questions 问题导向式阅读	205
Part IV	Fast Reading Practice: Payback Time	206
Part V	Supplementary Reading: Look Who's Shedding Tears for Low-paid Labor	210
Unit 12	Banking	213
Part I	Pre-reading Questions	213
Part II	Extensive Reading	214
	Text A Plumbing Revolution	214
	Text B The Price of Atonement	219
Part III	Reading Skills: Reading in Thought Groups 意群阅读	223
Part IV	Fast Reading Practice: A Dangerous Divergence	224
Part V	Supplementary Reading: Inflation Eases but Prices to Remain High	228

Unit 13	International Finance	231
Part I	Pre-reading Questions	231
Part II	Extensive Reading	232
	Text A When the Creditor is Across the Border	232
	Text B Moving the Money	239
Part III	Reading Skills: Making Notes 笔记	245
Part IV	Fast Reading Practice: They Broke Through the Ceiling	246
Part V	Supplementary Reading: County Finds Answer to Rural Credit Challenge	251
Unit 14	Mutual Fund and Bond	255
Part I	Pre-reading Questions	255
Part II	Extensive Reading	256
	Text A A Mutual Fund That Hedges All Its Bets	256
	Text B Is Your Bond Fund Reliable?	262
Part III	Reading Skills: Fast Reading 快速阅读	267
Part IV	Fast Reading Practice: Spotting the Very Brightest Stars	268
Part V	Supplementary Reading: Mutual Funds Snap up New Investors in QDII Products	272
Unit 15	Tax	275
Part I	Pre-reading Questions	275
Part II	Extensive Reading	276
	Text A The Nuts and Bolts of Tax Reform	276
	Text B Toward a Saner Tax Code	281
Part III	Reading Skills: Scanning 寻读	286
Part IV	Fast Reading Practice: Tax Fairness? Forget About It	288
Part V	Supplementary Reading: China's Parliament Adopts Enterprise Income Tax Law	291
Unit 16	Stock	295
Part I	Pre-reading Questions	295
Part II	Extensive Reading	296
	Text A Start Investing with Only \$1,000	296
	Text B Managing Risk in Your Stock Portfolio	302
Part III	Reading Skills: Making Predictions 猜读	307
Part IV	Fast Reading Practice: How to Make Big Money Safely in the Stock Market	308
Part V	Supplementary Reading: What's Going on with China's Stock Markets and Economy?	313
Appendix	Key to Fast Reading Practice	315

Unit 1

Education

Part I

Pre-reading Questions

1. What is education?
2. What is the function of education?
3. Do you think education has realized one of its goals — the elimination of social inequality?



Part II Extensive Reading

Text A

Getting In Gets Harder

The children of the baby boomers are flooding colleges with applications, making the process more competitive than ever.

When high-school senior Maxine Wally got rejected from Northwestern University last month, she lay down on her mother's bed and cried. She thought she had a good shot. Wally consistently took the toughest classes she could fit into her schedule, and her grade point average puts her near the top of the class at her well-regarded public high school in Berkeley, Calif. After months of researching Northwestern on the Web and grilling friends, teachers and advisers who had gone there, Maxine pinned her hopes on getting accepted. "I've been trying to tell her — gently — that getting into college can be very competitive," said Maxine's mom Wendy. "But young people," sighed Wendy, "want to follow their dreams."

For students like Maxine who are applying to college for next fall, that dream is turning out to be frustratingly unobtainable. It turns out the odds of getting into a selective college have never been worse. Why? It's simple demographics. A little less than two decades ago the biggest population bulge in the history of America, the baby boomers^①, were busy having kids. Now those kids are in junior high school and high school and creating a demographic boomlet all their own. This spring the largest number of high-school graduates in the history of the country — some 3.32 million — will don a cap and gown, according to the U.S. Department of Education. Next year, at the peak of the peak, the number of high-school graduates is expected to top 3.33 million. "For many middle- and upper-middle-class kids, the transition from high school to college was never without some obvious stress," says Barmak Nassirian, spokesman for the American Association of Collegiate Registrars and Admissions Officers. "But now it has become a multiyear nightmare."

Last year about three-quarters of four-year colleges and universities reported an increase in the number of applications from the previous

shot [ʃɒt] *n.*

尝试

grill [grɪl] *v.*

盘问

pin one's hope on

寄希望于

demographics

[.demo'græfɪks] *n.*

人口统计数据

bulge [bʌldʒ] *n.*

暴涨, 突增

boomlet ['bu:mlɪt] *n.*

小景气, 略为繁荣

don [dɒn] *v.*

穿上

cap and gown

方帽长袍

top [tɒp] *v.*

超过, 多于

① baby boomer: 婴儿潮时期出生的人。主要指第二次世界大战后(1946—1965)美国出生的一代人。那一时期, 随着美国经济的崛起, 婴儿出生率和成活率急速增长。

year. This year applications are pouring in again. The deadline for most colleges is between Dec. 1 and Jan. 15, and although administrators don't tally the numbers of applications they receive until later in the year, many admissions officers — even some at schools not normally considered highly selective — are already calling it a banner year. Last year Washington and Lee University in Lexington, Va., got 4,000 applications for 455 seats. By the first week in December the school had already topped that number — and the deadline was still six weeks away. Colorado College, which received 3,410 applications for 500 seats in 2002, expects to break 5,000 this year. Last year Ball State in Muncie, Ind., saw applications jump 22 percent when it got 13,000 applications for 3,100 spaces. So far this year applications are up an additional 15 percent.

Flagship state schools, like the University of Texas at Austin, where the number of students applying has jumped from 14,982 to 27,237 in the last 10 years, are turning away more kids than they want to. “The positive side is that we get to be more selective,” says Gary Lavergne, UT's director of admission research. “But when you see a kid collapse with grief because they didn't get in, well, that's not fun.”

College counselors say that as schools get choosier, parents have grown more resigned to the realities of kids' prospects. “It used to be that parents would go crazy if their kid couldn't get into a status school,” says Harvard admissions officer turned private college counselor Chuck Hughes, who runs a company called Road to College. “Now parents are starting to realize how crazy competitive it is.” To hedge their bets, kids are applying to more schools than ever, too. In 1991, 59 percent of prospective college students applied to three or more colleges. In 2006, 71 percent applied to three or more and 18 percent applied to seven or more.

College admissions officers are split. On the one hand, they say they don't like being forced to reject so many worthy kids. On the other hand, they're enjoying — and profiting from — the attention. As the number of applicants rises, admission becomes increasingly selective. Most parents and students equate selectivity with a quality education, which in turn encourages even more applications and allows colleges to become even more selective.

So, despite the fact that some schools are turning away larger and larger numbers of hopeful applicants, colleges are spending big bucks on marketing, about \$2,000 per student, to keep applications rolling in. And it's not just glossy brochures and interactive Web sites. Ball State, for instance, recently hired a public relations firm to create a brand image for the school and come up with a tag line (“Education, redefined”). These days the university advertises itself on billboards

tally [ˈtæli] v.

计算(总数)

banner [ˈbænə(r)] a.

极好的, 出色的

flagship [ˈflæɡʃɪp] n.

最佳物; 首要物

choosy [ˈtʃu:zi] a.

挑剔的

resigned [rɪˈzaɪnd] a.

顺从的

hedge one's bets

多处下注以减少风险

split [splɪt] v.

分裂

slick [slɪk] a.
 华而不实的
 bumper [ˈbʌmpə(r)] a.
 特大的
 ferry [ˈferi] v.
 运送
 sprawling [sprɔːlɪŋ] a.
 不规则伸展的
 stratosphere
 [ˈstrætəsfiə] n.
 极高水平, 极大量
 sliver [ˈslɪvə(r)] n.
 一小部分, 一小块
 foot [fʊt] v.
 付钱
 tab [tæb] n.
 账单
 outreach [ˌaʊtˈri:tʃ] n.
 外展服务
 sticker price
 标价

and through a series of slick television ads. When it comes to marketing, “sometimes it feels like we’re all locked in an arms race,” admits Bryn Mawr admissions chief Jenny Rickard. “But no college wants to back away,” even though they are getting more than enough applicants to keep their institutions healthy.

At some colleges the bumper crop of applications^② is causing crowd-control problems. For years Rutgers University has run a private bus to ferry prospective students and their parents around its sprawling New Brunswick, N.J., campus. But in the last five years, as the number of applicants has jumped from 26,000 to 43,000, there’s no more room on the bus. By the first week in September parents had already reserved most of the spots through December. The university is looking at building a massive new visitors center to handle the overflow.

By 2015 the number of high-school graduates will begin to drop back out of the stratosphere. But admissions directors are already worrying about the shrinking pool of future applicants, especially the sliver of those who can afford to foot the \$40,000 annual tab. The most selective institutions have begun to aggressively recruit applicants from China, Korea, India and South America. Publicly, college admissions officers say they’re encouraging international students to enroll in order to improve diversity on campus. At most colleges, though, the active outreach is directed at wealthy international students who can afford to pay the full sticker price of a private four-year education.

For her part, Maxine Wally is sad but resigned. The sheer numbers of applicants this year, she says, makes the process “feel almost random.” But a few days after her rejection from Northwestern she’d dried her tears and was putting the finishing touches on her applications to Barnard, New York University and Boston University. “I know I’m one of many, but that doesn’t mean I’m not smart and driven and ready to be a committed student.”

Total Words: 1,121 words

Total Reading Time: _____ minutes _____ seconds

This text is taken from <http://www.newsweek.com>.

② the bumper crop of applications: 文章取了bumper “异常巨大的, 异常多的”一意。a bumper crop of 或 a bumper harvest of 表示比平常更丰富、更丰盛的收获。文章中 the bumper crop of applications则表示相比往年的情况, 这一年的大学入学申请异常多。

Exercises

I. Answer the following questions about the text.

1. According to the text, why has the chance of getting into a college never been slimmer?

.....

.....

.....

2. What are college admissions officers' attitudes towards the competitive enrollment of high-school graduates?

.....

.....

.....

3. According to the text, what problems does the large number of high-school applicants bring to colleges and universities?

.....

.....

.....

4. What are admissions directors worrying about? Are they taking any relevant measures?

.....

.....

.....

5. How do you look at the same situation in China that has been prevailing for years?

.....

.....

.....

II. Choose the best answer to each of the following questions according to what is stated or implied in the text.

1. What does "a good shot" in line 5 refer to?

- A. Maxine got a heavy blow from the rejection of her application by Northwestern University.
- B. Maxine was stimulated by the rejection of her application and decided to apply to more colleges.
- C. Maxine tried hard and almost did all she could to apply to Northwestern University.
- D. None of the above.