



普通高等教育“十一五”国家级规划教材
高职高专英语专业立体化系列教材

英语

泛读教程

Extensive Reading Course

3

(高职高专英语专业适用)

主 编 / 梅德明

副主编 / 汪永兴



高等教育出版社
Higher Education Press



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编 者 / 古丽加孜·吐尔地汉

张 宁 徐玮玮

陈炯良

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前 言

近年来,我国高职高专教育的改革和发展取得了长足的进步。无论是学校数量,还是在校生人数都占到普通高校总数和学生人数的一半以上。与此同时,高职高专英语专业的数量和学生人数也增长很快。为了满足新形势对高职高专英语专业教育和人才培养的要求,我们编写了这套“高职高专英语专业立体化系列教材”。该套教材被列为普通高等教育“十一五”国家级规划教材。

本套教材的编写力图体现我国高职高专英语专业的教学实践的特点,遵循高职高专教育“实用为主、够用为度”的总体指导方针,充分反映中国学生学习英语的学习规律和要求,同时体现我国英语教学研究的新成果、新思想和新理念。教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求应符合高职高专英语专业人才培养要求与目标,处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际运用英语从事涉外交际活动的语言应用能力并重。

《英语泛读教程》(以下简称《泛读》)是“高职高专英语专业立体化系列教材”之一,是一套以高职高专英语专业学生为主要对象的阅读教材。《泛读》由高等教育出版社组稿,由上海外国语大学英语学院和高职院校教师合作编写。

《泛读》共4册,每册用于一个学期的教学。《泛读》每册含16个单元,每单元由2篇课文和2篇补充阅读组成。2篇课文为现代时文,2篇补充阅读为与单元主题相关的阅读练习。我们建议在教学中应该以第1篇课文为主课,第2篇课文为补充教材,补充阅读为任务型练习。作为主课的第1篇课文含“阅前提问”、“课文”、“注释”、“阅读理解”、“阅读理解练习”、“词汇解意练习”和“语境提示练习”等部分的内容。

每册在第4、8、12单元之后附有“阅读技巧”的介绍和练习。

《泛读》的编者遵循“明确对象、准确定位、精心选材、合理设计、科学编排、规范编写”的原则精心编写,努力打造出一套“选材广泛、体裁新颖、课文经典、语言纯正、练习适量、操作性强”的高职高专英语阅读教程。

编者建议,有关教师在使用《泛读》的同时,可设计一些有利于激发学生创新思维的教学内容,鼓励学生充分利用网络资源进行自主学习,达到“学以致用、用以促学”的目的。

编 者

2008年3月

郑 重 声 明

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E - mail: dd@hep.com.cn

通信地址：北京市西城区德外大街 4 号

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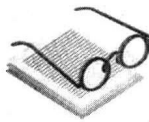
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UNIT 1

TEXT I

All the Good Things



Pre-reading Questions.

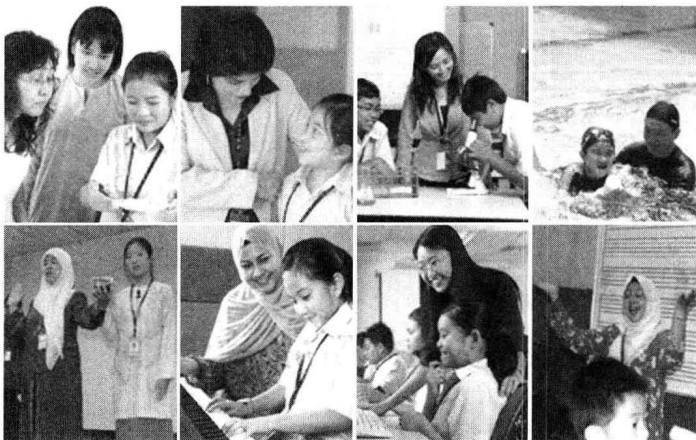
1. *Do you have your favorite teacher? If you have one, what kind of impression did he or she give you?*
2. *What do you think are the qualifications a teacher should have for teaching students?*

- 1 He was in the first third grade class I taught at St. Mary's School in Morris, Minnesota. All 34 of my students were dear to me, but Mark Eklund was one in a million. Very neat in appearance, but he had that happy-to-be-alive attitude that made even his occasional mischievousness delightful.
- 2 Mark talked incessantly. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving. "Thank you for correcting me, Sister!" I didn't know what to make of it at first, but before long I became accustomed to hearing it many times a day.
- 3 One morning, my patience was growing thin when Mark talked once too often, and then I made a novice-teacher's mistake. I looked at him and said, "If you say one more word, I am going to tape your mouth shut!"
- 4 It wasn't ten seconds later when Chuck blurted out, "Mark is talking again." I



hadn't asked any of the students to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it.

- 5 I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened my drawer and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room. As I glanced at Mark to see how he was doing he winked at me. That did it! I started laughing. The class cheered as I walked back to Mark's desk, removed the tape and shrugged my shoulders. His first words were, "Thank you for correcting me, Sister."

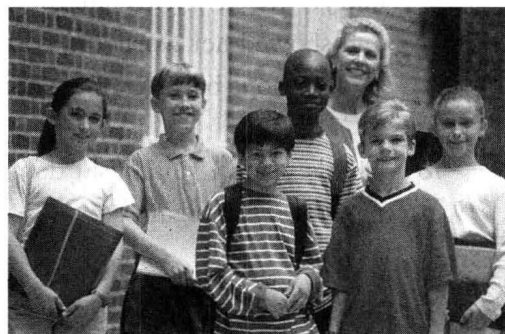


- 6 At the end of the year I was asked to teach junior high math. The years flew by, and before I knew it Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instructions in the "new math," he did not talk as much in ninth grade as he had in the third.
- 7 One Friday, things just didn't feel right. We had worked hard on a new concept all week, and I sensed that the students were frowning, frustrated with themselves — and edgy with one another. I had to stop this crankiness before it got out of hand. So I asked them to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then I told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish the assignment, and as the students left the room, each one handed me the papers. Mark said, "Thank you for teaching me, Sister. Have a good weekend."
- 8 That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual. On Monday I gave each student his or her list. Before long, the entire class was smiling. "Really?" I heard someone whispered. "I never knew that meant anything to anyone!" "I didn't know others liked me so much!"
- 9 No one ever mentioned those papers in class again. I never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose.



The students were happy with themselves and one another again.

- 10** The group of students moved on. Several years later, after I returned from vacation, my parents met me at the airport. As we were driving home, mother asked me the usual questions about the trip—the weather, my experiences in general. There was a light lull in the conversation. Mother gave Dad a side-ways glance and simply said, “Dad?” My father cleared his throat as he usually did before something important.



- 11** “The Eklunds called last night,” he began. “Really?” I said. “I wonder how Mark is.” Dad responded quietly. “Mark was killed in Vietnam,” he said. “The funeral is tomorrow, and his parents would like it if you could attend.” To this day I can still point to the exact spot on I-494 where Dad told me about Mark.
- 12** I had never seen a serviceman in a military coffin before. Mark looked so handsome, so mature. All I could think at that moment was, “Mark I would give all the masking tape in the world if only you would talk to me.”
- 13** The church was packed with Mark’s friends. Chuck’s sister sang *The Battle Hymn of the Republic*. Why did it have to rain on the day of the funeral? It was difficult enough at the graveside. The pastor said the usual prayers.
- 14** One by one those who loved Mark took a last walk by the coffin and sprinkled it with holy water. I was the last one to bless the coffin. As I stood there, one of the soldiers who acted as pallbearer came up to me. “Were you Mark’s math teacher?” he asked. I nodded as I continued to stare at the coffin. “Mark talked about you a lot,” he said.
- 15** After the funeral, most of Mark’s former classmates headed to Chuck’s farmhouse for lunch. Mark’s mother and father were there, obviously waiting for me. “We want to show you something,” his father said, taking a wallet out of his pocket. “They found this on Mark when he was killed. We thought you might recognize it.”
- 16** Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good things each of Mark’s classmates had said about him. “Thank you so much for doing that,” Mark’s mother said. “As you can see, Mark treasured it.”



- 17 Mark's classmates started to gather around us. Charlie smiled rather sheepishly and said, "I still have my list. It's in the tape drawer of my desk at home." Chuck's wife said, "Chuck asked me to put this in our wedding album." "I have mine too," Marilyn said. "It's in my diary." Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. "I carry this with me at all times," Vicki said without batting an eyelash. "I think we all saved our lists."
- 18 That's when I finally sat down and cried. I cried for Mark and for all his friends who would never see him again.

Comprehension

I. Reading comprehension questions.

Choose the best answer to each of the following questions or incomplete statements according to the information you get from TEXT I.

- () 1. Mark impressed me so much for _____.
 A. he talked incessantly
 B. he said "Thank you for correcting me, Sister!" whenever I corrected him for misbehaviors
 C. he was very neatly dressed
 D. his occasional mischievousness was delightful
- () 2. In Paragraph 5, the sentence "That did it!" is closest in meaning with "_____".
 A. It did work
 B. He did it
 C. That was it
 D. It made me laugh
- () 3. About the punishment of taping Mark's mouth shut, when _____, I started laughing.
 A. Mark said "Thank you for correcting me, Sister!" on this occasion
 B. I saw the amusing tape X on Mark's mouth
 C. I removed the tape from Mark's mouth and shrugged my shoulders
 D. Mark winked at me and I was amused by his mischief
- () 4. Which seems to be an outcome of making the list on all the good things?
 A. It occurred when I found the classmates became frustrated with themselves and got somehow irritable with one another.
 B. The classmates got excited when they first read the list and later it seemed to be ineffective at all as no one mentioned it again.
 C. It was the students themselves who listed down the good things they could find in each of their classmates.



- D. I collected every student's good things listed by everyone else on a separate piece of paper and gave it to each of them.
- () 5. I was told about Mark's death when _____.
 A. I drove home from vacation
 B. my parents and I drove home
 C. we drove on I-494
 D. my parents and I drove home from the airport on I-494
- () 6. Which tells the very reason why Mark's parents wanted me to attend his funeral?
 A. I was a teacher Mark loved.
 B. They wanted to show me the list of all the good things and extend their gratitude.
 C. I once punished Mark severely by taping his mouth shut.
 D. Not given.
- () 7. How did Mark's classmates do with their own lists?
 A. Some of them seldom read it.
 B. They all saved their own lists, worn and frazzled, reread it and rethought of it.
 C. They all valued it and B.
 D. Some always had it with them and A.
- () 8. What can be inferred from the text?
 A. Mark was killed on the battlefield.
 B. The classmates never talked about the list of all the good things among themselves, with their parents and friends.
 C. Most of the classmates have preserved the list with them carefully and reread it countless times as a source of constant encouragement and affection.
 D. Mark's parents thought I might want to meet the classmates at the funeral, so they invited me.

II. Cracking vocabulary.

1. There are incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose **ONE** answer that best completes the sentence.
- () 1) Sometimes the readers may be asked to write about his or her first _____ on a certain book or article on the subject being studied.
 A. impression B. motivation C. expression D. reaction
- () 2) Jane often talks with a _____ appearance but in fact she is always telling lies.
 A. pleasant B. sincere C. curious D. tidy
- () 3) It is our _____ policy that we will achieve unity through peaceful means and make contribution to peace and development in the whole world.
 A. considerate B. constant C. continuous D. continual
- () 4) During the business _____, many people lost their jobs and even became homeless.



- A. decrease B. depression C. desperation D. despair
- () 5) The company thought they might have to _____ these advantages to other cooperative partners.
A. extend B. disperse
C. spread D. sprinkle
- () 6) When you have small children around, it is necessary to put bottles of pills out of _____ in order to be on the safe side.
A. hand B. hold C. place D. reach
- () 7) He paused to consult his notes, and then _____ with his questions about the education reforms.
A. receded B. preceded
C. proceeded D. progressed
- () 8) I didn't know what to _____ it. The information we got was so confusing.
A. make for B. make up
C. make of D. make over

2. Study the words of physical movement in the following bank. Choose **ONE** from the bank to complete each of the following sentences, making changes, if necessary, to the verb.

<i>bat</i>	<i>clear</i>	<i>cross</i>	<i>nod</i>	<i>shiver</i>
<i>shrug</i>	<i>tap</i>	<i>tremble</i>	<i>twist</i>	<i>wink</i>

- 1) She was absorbed in the beautiful music, _____ her feet in time to the melody.
- 2) When he was informed that his team won the game, he _____ his head confidently to us.
- 3) Descending from the car, she approached the gate with _____ knees and she was unable to hold back her excitement.
- 4) The boss _____ his throat to get his employees' attention before speaking.
- 5) I _____ my eye to him and he realized that I was sending him the secret message.
- 6) He _____ his shoulders to indicate indifference to the issue they are talking about.
- 7) Steven didn't even _____ an eyelash when they told him he had just won the first prize.
- 8) Please _____ your legs when you sit down, which means putting one leg on top of the other.

3. Study the idioms about numbers in the following form. Choose **ONE** from the



idioms to complete each of the following sentences, making changes, if necessary.

Idiom	Meaning
double cross	an act of betrayal
first string	reliable assistant
a hundred to one	very probably
in a million	incomparable
a bad quarter of an hour	a period of difficult time
second thoughts	further consideration
thousand and one	a large number of
twice the man	much better than

- 1) When my car was stuck in the snow and I had to walk home yesterday, I had _____.
- 2) Although there are _____ small troubles in our daily life, we should have positive attitudes towards them.
- 3) I could no longer tolerate his _____. He had cried wolf so many times.
- 4) "It's once in a blue moon" means it's a chance _____.
- 5) Since all the voters are in favor of him, it's _____ that he'll win.
- 6) John is _____ you are in communicating with others, so he is a more popular salesman.
- 7) Richard is regarded as the boss's _____ and he is proved to be very diligent and conscientious.
- 8) You have enough time to have _____, so you'd better look before leap.

III. Contextual clues.

Fill in each blank with a word beginning with the letter printed below.

Some people, from the time they are in first grade, know they want to be teachers. For others, the idea can be a sudden insight, or a f_____ that ferments for years in some remote corner of their consciousness. Regardless of where the idea comes from, for many, the images associated with becoming a teacher are compelling. However, as is often the case in life, the differences between images and r_____ can be stark and unsettling. Teaching is like no other p_____. As a teacher, you will wear many hats. You will, to name but a few of the roles teachers assume in carrying out their d_____, be a communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom m_____, a counselor, a member of many teams and groups, a decision-maker, a role-model, and a surrogate parent. Each of



these roles require practice and skills that are often not taught in teacher preparation programs. Not all who want to be teachers should invest the time and resources in teacher training or teacher preparation programs if they do not have the appropriate temperament, skills, and personality. Teaching has a very high attrition rate. Depending on whose statistics you trust, around forty percent of new teachers leave teaching within the first five years. It is obviously not what they thought it would be. One thing for sure, it's about more than loving kids.

TEXT II

What Makes a Teacher "Effective"?



- 1 Even at a glance, Zakia Sims seems like a good teacher: Her classroom at William Lloyd Elementary School is quiet, orderly and inviting, with students' work on the walls. She leads her first-graders quickly through their morning drill. Most come along happily, listening intently and raising their hands as they sit on the rug. Afterward, Sims jokes about cultivating the routine that, to an outsider, looks so smooth. "That took a long time," she says, "a very long time."
- 2 With a master's degree from nearby Howard University and a highly coveted National Board certificate¹, Sims, 31, arguably is one of the city's most highly qualified teachers; only 16 of the city's 5,000 teachers are board-certified. But in a few years, her credentials might not help her keep her job. It might come down to this: how well do her 6- and 7-year-olds on standardized tests?

Evaluating teachers' effectiveness

- 3 When Congress reauthorizes President Bush's No Child Left Behind education law² in the next year or two, lawmakers almost certainly will add provisions that allow administrators to tie many teachers' jobs to student achievement. Among recommendations issued Tuesday by the Commission on No Child Left Behind was a call to assess teachers "by their effectiveness in raising student achievement" rather than just their qualifications. It also proposes using evaluations by principals and fellow teachers. Under the proposal, student achievement would count for no less than half of a teacher's score.
- 4 So what makes a teacher effective? And should teachers' jobs—their careers, really—be pinned on

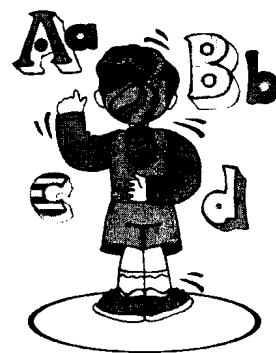




a couple of pages' worth of multiple-choice answer sheets their students fill in each spring? To be sure, the push to assess teachers not by "input" (How did they get to the classroom?) but by "output" (What are they doing for kids?) is revolutionary and welcomed by many. The idea already is challenging schools in several states to find a better way to pay teachers. Even now, several big cities are experimenting with higher salaries based on student scores and looking at ways to tempt good teachers into troubled inner-city schools where they're needed most.

Drastic response

- 5 Some experts say if tying effectiveness to test scores is broadly applied to schools nationwide, it risks unfairly putting down or dismissing thousands of good teachers. "In the abstract, which is why it has gained so much currency, it sounds like a fantastic idea," says Kate Walsh of the National Council on Teacher Quality, a Washington research group. But Walsh is "very skeptical about whether it's practical," because it's so difficult to judge teachers objectively by students' work. Such "value-added" measures are still being developed and aren't completely reliable, Walsh says.
- 6 The system could sow such distrust that teachers and principals simply cheat to raise scores. That happened in 2003 in Chicago, where researchers estimated as many as 5% of elementary school teachers cheated, typically by erasing wrong test answers and substituting correct ones. Last year, Texas officials investigated nearly 700 schools for cheating, and similar investigations have found cheating in California, Massachusetts, New Jersey, New York and elsewhere. In one Texas case in 2005, 22 teachers lost their jobs. "If you don't think the system's fair, you're more likely to approach it dishonestly," Walsh says.
- 7 But what about the teachers who already are experimenting with pay-for-performance plans? Cortese of the American Federation of Teachers holds out hope for those experiments because teachers chose them, rather than by Congress. "The difference is that teachers agreed through collective bargaining that they'd walk down this route and really explore it," she says. "When they run into a wrinkle, it's an easier thing to adjust than some federal law."



"It can't just be teachers."

- 8 One recent morning, Sims gathered her first-graders in a circle, pointed to a colorful calendar on the wall and turned to the business at hand: deconstructing February. "Who can tell me the date for the third Saturday in February?" she asked. It's a Tuesday morning, and her students have been in school for an hour. But several seem unfocused. "All eyes on the calendar," she exhorts. "I need a date."



- 9 The daughter of educators, Sims grew up in San Jose, and attended private schools. She double-majored in sociology and history at UC-Davis and studied educational supervision and administration at Howard. She went to work at Garrison in 2000. Most mornings, her students show up early to get the free breakfast offered in the cafeteria, but this morning two boys didn't arrive on time. After a few moments Sims arrives, a breakfast tray in either hand. Sims actually welcomes the proposal to judge her by her kids' work — with a caveat. The school board and superintendent had better get their kids to school on time, rested, well dressed and well fed. "All the stakeholders need to be involved," she says. "It can't just be teachers."
- 10 Last November, budget cuts forced Garrison to cut one teacher's job. Overnight, Sims' class grew by nearly 50%, from 16 students to 23—big for first grade. How did she deal with it? "You just open your arms up a little bit more," she says.

NOTES

1. **National Board certificate** — a document awarded to teachers upon the successful completion of a performance-based assessment process 国家委员会教师资格证
2. **No Child Left Behind education law**—No Child Left Behind Act was signed by President Bush in 2002, which changes the federal government's role in K-12 education by focusing on school success as measured by student achievement “有教无类” 教育法案

Comprehension

I. Reading comprehension questions.

Choose, according to TEXT II, the best answer to each of the following questions.

- () 1. Which of the following will **NOT** be considered as assessment of teachers' effectiveness?

A. Student achievement.	B. Teachers' qualifications.
C. Evaluation by fellow teachers.	D. Evaluation by principals.
- () 2. According to the text, teachers' jobs will mainly be assessed by _____.

A. students' scores	B. principals
C. fellow teachers	D. the school board
- () 3. What is the attitude of teachers towards tying teachers' job to student achievement?

A. Most of them protest it because they think it is unfair.	B. Most of them welcome it but worry about its feasibility.
C. Many teachers protest it because they think their credentials are the most	