

北京市中学教师继续教育教材

英语阅读

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教育是社会主义物质文明和精神文明建设极为重要的基础工程。它对提高全体人民的思想道德和科学文化素质,对建设有中国特色社会主义的经济、政治和文化,对培养一代又一代社会主义事业的建设者和接班人,具有重大的战略意义。百年大计,教育为本;教育大计,教师为本;教育大计,提高为本。不断更新教育观念,深化教育改革,提高教育教学质量,必须建设一支德才兼备,又红又专的师资队伍。

我市自一九七八年恢复师资培训工作以来,中学教师的学历结构发生了明显的变化,至今大部分中学教师已达到现阶段国家教委规定的学历要求。如何积极稳妥地开展学历合格后的继续教育,全面提高教师素质,培养一大批业务骨干,学科带头人和教育教学专家,已成为我市师训工作的当务之急。继续教育是师资培训工作的深入和发展,是深化教育改革的重要措施。通过深入开展继续教育,使不同层次教师的政治素质、思想素质、业务素质和师德素质都能在原有的基础上得到新的提高。

为此,北京市教育局和北京市科技干部局联合制订和颁发了《北京市中小学教师继续教育暂行规定》。《规定》指出,中学具有大学专科以上学历或40岁以上(不含40岁)在一九八九年八月之前虽不具备合格学历,但具有中级以上教师职务的教师都应接受继续教育。其中,新分到中学任教的大学毕业生,在试用期内要接受120学时的培训;初级职务的教师,在五年内要接受180学时的进修培训;中级职务的教师,在五年内要接受240学时的进修培训;高级职务的教师,要接受360学时的研修培训。《规定》明确:“继续教育要和教师的考核、职评、聘任、晋级结合起来,作为职评、聘任、晋级和新教师转正的必要条件之一”。

为了更好地开展继续教育,北京教育学院会同各分院和教师进修学校受北京市教育局的委托,于一九八九年三月制订出中学《继续教育教学计划》和《教学大纲》。经过近两年的实践,在总结经验的基础上,又对《教学计划》和《教学大纲》(试行稿)作了必要的修改,于一九九一年六月和十月颁发了新的修订稿。

在此基础上,为了适应北京市中学教师继续教育形势的发展,满足各层次继续教育班师生教学的需要,我们正在组织编写和审订《北京市中学教师继续教育教材》,将于一九九二年陆续出版。这是一项十分艰巨复杂的系统工程,我们遵照积极组织、认真编写、严格审订的原则,搞好继续教育的教材建设。为此,北京市教育局成立了北京市中学教师继续教育教材编审领导小组、编审委员会和学科编审小组,努力保证教材质量。在编写这套教材时,我们特别注意了坚持正确的政治方向,坚持四项基本原则,建设有中国特色社会主义的中学教师继续教育教材;坚持先进的科学性,注意学科特点,尽量反映适应中学教学需要的科研新成果,立论和资料要有新意;坚持实用性,突出继续教育的特点,理论联系实际,特别是密切联系中学教育教学和中学教师进修的实际,注意解决好知识与能力的关系问题,重点是提高教育教学能力,直接或间接为提高中学教育教学质量和中学教师全面素质服务;坚持一定的系统性,编排合理的教材结构,并努力做到字数适当、图文并茂、体例统一和要求明确,备有思考练习和参考书目。

这套教材的编写、审订和出版,在北京市教育局的领导下,得到了进修院校教师和广大中学教师的合作,得到了许多专家、教授和学者的指导,在此表示衷心的感谢!

由于中学教师继续教育教材建设是一项全新的工作,许多理论和实际问题尚在研究探索阶段,加上我们的水平有限,教材中的不足和错误之处在所难免,恳请广大教师和各位读者批评指正,以便进一步修改、完善。

北京市中学教师继续教育教材编审委员会

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编者的话

本书是为中学英语初级教师编写的继续教育必修课教材。本书题材广泛,内容丰富,力求具有实用性和科学性。全书由四方面的内容组成:喜闻乐见的文学作品;广告、报告、总结、介绍等实用英语;科技文章及科技语言的使用;英语报刊阅读等。

为正确理解原文的结构和掌握大量的词汇,全书通过多种形式进行阅读训练。理解测试:运用多项式选择或正误判断等手段,对理解原文的程度进行自我检查;完形测试:将短文关键词抽掉,形成空白,根据上下文及结构填空;以及各种形式的智力测验等。

本书由马承(主编)、吕志士、李德元、王 镜、赵学谨、顾红梅编写,顾天爵、鲍燕琳、韩学道、葛忠英同志参加了部分内容的编写工作。著名英语专家屠蓓审校了整个手稿,并提出不少修改意见,在此表示感谢。

编者

1992年4月

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Contents

Unit One	Popular English selection (I)	
Lesson One	The first four minutes	(1)
Lesson Two	She lived and 91 others died	(6)
Lesson Three	Letter in the wallet	(14)
Lesson Four	How New York became America's largest city ...	(21)
Lesson Five	Runaways; 2000 a year hit the road	(27)
Lesson Six	How to be an Alien	(34)
Unit Two	A guide to English Practical Readings	
Lesson Seven	Reports	(39)
Lesson Eight	The language of advertising	(45)
Lesson Nine	Using video in the language classroom	(51)
Unit Three	Science and Technology English	
Lesson Ten	Who smokes?	(61)
Lesson Eleven	Ordinary aspirin is truly a wonder drug	(67)
Lesson Twelve	Test your nutrition IQ	(73)
Lesson Thirteen	What is technical English (I)	(80)
Lesson Fourteen	What is technical English (II)	(85)
Unit Four	Newspapers and Periodicals	
Lesson Fifteen	A. How do people feel about jobs?	(91)
	B. The newspaper as "Go-between"	(93)
Lesson Sixteen	Speaking easy	(98)
Lesson Seventeen	The royal rebel (I)	(105)
Lesson Eighteen	The royal rebel (II)	(112)
Unit Five	Popular English Selection (II)	
Lesson Nineteen	Marriage advertising in India's Sunday newspapers ...	(118)
Lesson Twenty	Modern American Society in flux	(126)
Lesson Twenty-one	On becoming an urban English teacher	(138)
Key to Practice	(148)

Unit One Popular English Selections

(I)

Text

Lesson One

The first four minutes

When do people decide whether or not they want to become friends? During their first four minutes together, according to a book by Dr. Leonard Zunin. In his book, *Contact: The First Four minutes*, he offers this advice to anyone interested in starting new friendships: "Every time you meet someone in a social situation, give him your undivided attention for four minutes. A Lot of people's whole lives would change if they did just that."



You may have noticed that the average person does not give his undivided attention to someone he has just met. He keeps looking over the other person's shoulder, as if hoping to find someone more interesting in another part of the room. If anyone has ever done this to you, you probably did not like him very much.

When we are introduced to new people, the author suggests, we should try to appear friendly and self-confident. In general, he says, "People like people who like themselves."

On the other hand, we should not make the other person think we are too sure of ourselves. It is important to appear interested and sympathetic, realizing that the other person has his own needs, fears, and hopes.

Hearing such advice, one might say, "But I'm not a friendly, self-confident person. That's not my nature. It would be dishonest for me to act that way."

In reply, Dr. Zunin would claim that a little practice can help us feel comfortable about changing our social habits. We can become accustomed to any changes we choose to make in our personality. "It's like getting used to a new car. It may be unfamiliar at first, but it goes much better than the old one."

But isn't it dishonest to give the appearance of friendly self-confidence when we don't actually feel that way? Perhaps, but according to Dr. Zunin, "total honesty" is not always good for social relationships, especially during the first few minutes of contact. There is a time for everything, and a certain amount of play-acting may be best for the first minutes of contact with a stranger. That is not the time to complain about one's health or to mention faults one finds in other people. It is not the time to tell the whole truth about one's opinions and impressions.

Much of what has been said about strangers also applies to relationships with family members and friends. For a husband and wife or a parent and child, problems often arise during their first four minutes together after they have been apart. Dr. Zunin suggests that these first few minutes together be treated with care. If there are unpleasant matters to be discussed, they should be dealt with later.

The author declares that interpersonal relations should be taught as a required course in every school, along with reading, writing, and mathematics. In his opinion, success in life depends mainly on how we get along with other people. That is at least as important as how much we know.

Practice

1. What is your opinion of this author's advice? Explain why.
2. Match the words or expressions in Column B with the correct words in Column A:

Column A

- 1) contact
- 2) sympathetic
- 3) accustomed
- 4) personality
- 5) stranger

Column B

- a usual, be used to
- b person one doesn't know
- c qualities that make up sb's character
- d constituting the whole intire
- e having or showing sympathy

6) total

f touching or coming together

3. Choose the best answer :

about, at, by, for, in, of, on, over, than, to, with

- 1) We have been reading about a book _____ Leonard Zunin.
A. on B. in C. at D. by
- 2) He gives advice about meeting people _____ social situations.
A. by B. at C. in D. on
- 3) Give your undivided attention _____ your new friend.
A. for B. to C. in D. into
- 4) Don't keep looking _____ his shoulder.
A. over B. on C. at D. in
- 5) Don't try to find someone more interesting _____ another part of the room.
A. from B. on C. with D. in
- 6) Appear friendly when you are introduced _____ someone.
A. into B. in C. to D. at
- 7) _____ general people like people who like themselves.
A. to B. in C. by D. with
- 8) _____ the other hand, don't appear too sure of yourself.
A. On B. Of C. In D. Than
- 9) Do you think it would be dishonest _____ you to act that way?
A. in B. at C. about D. for or of
- 10) We can become accustomed _____ changes in our habits.
A. at B. on C. to D. by
- 11) It is like getting used _____ a new car.
A. to B. for C. of D. over
- 12) New habits seem unfamiliar _____ first.
A. by B. in C. on D. at
- 13) New car usually go better _____ old ones.
A. with B. over C. as D. than
- 14) Perhaps total honesty is not good _____ us.

- A. to B. of C. for D. by
- 15) There is a time _____ everything.
A. for B. by C. to D. from
- 16) A certain amount _____ play-acting may be necessary.
A. at B. of C. in D. about
- 17) Don't mention the faults you find _____ other people.
A. at B. on C. in D. among
- 18) It's not necessary to tell the whole truth _____ one's impressions.
A. at B. in C. on D. about
- 19) Much of this advice also applies _____ family relationships.
A. at B. to C. in D. towards
- 20) Unpleasant subjects should be dealt _____ later.
A. with B. of C. at D. on

**4. Which of the following statements are not true according to the article?
Make the necessary changes in the statements to make them true.**

- 1) Total honesty is good for social relationships.
- 2) It is important to appear interested and sympathetic in meeting other people.
- 3) Within family relationships the first four minutes are important after people have been apart.
- 4) After meeting a person for the first time, it is important to begin to complain about one's health.
- 5) Most people give their undivided attention to persons they have just met.
- 6) With practice people can learn to change their social habits.
- 7) Success in life is related to giving the appearance of being dishonest and very self-confident in relationships with others.

5. Each of the following sentences can be made to express just the opposite meaning if you put the prefix dis- or the prefix un- before one of the words in the sentence. Find the word and use the right prefix.

- 1) His attitude was very friendly.
- 2) Strangers usually like being given advice.

- 3) Sometimes family members have to be honest with each other.
 - 4) I was introduced to a rather sympathetic doctor.
 - 5) Some authors seem to be comfortable in social contacts.
 - 6) It is sometimes difficult to deal with familiar situations.
 - 7) In my opinion, some children create a very agreeable impression.
 - 8) There are circumstances in which strangers trust each other.
 - 9) Discussing problems can be quite pleasant.
 - 10) He is seldom successful in his dealings with the public.
6. **Dr. Zunin says that "People like people who like themselves." Write a short composition of four or five sentences in which you agree or disagree with the statement. Use expressions from the reading to express your ideas.**

Lesson Two

Text

She lived and 91 others died



Haggard, bruised, still dazed, 17-year-old Juliane Koepcke gazed out of the light plane carrying her back to civilization from an incredible ordeal in the Peruvian wilds. Far below, scattered in the tree-tops and over the floor of the jungle, lay the bits and pieces of the airliner that Juliane had been riding in when it broke apart in midair and crashed. And hidden in the jungle were the broken bodies of her 91 fellow passengers. Almost miraculously, Juliane had been spared. Somehow, this delicate, almost frail-looking girl had not only survived the long fall from the plane, but had managed, for nine days, to stay alive in the wilderness.

Juliane's odyssey started with joyful anticipation. She had just graduated from high school in Lima, the capital, and now was going home for Christmas to her parents' remote home in the jungle. About 5'5" and weighing barely 100 pounds, she was the only child of two German-born scientists: animal ecologist Hans Koepcke and his ornithologist wife, Marie.

Juliane, her mother and a cheerful Christmas Eve crowd boarded the Lockheed Electra for the hour-and-a-half flight to the jungle town of Pucallpa. The plane climbed over the towering grey Andes and began its long descent into the flat, green Amazon valley below. There was no sign of trouble when the pilot instructed the passengers to fasten their seat-belts for the landing at Pucallpa.

Suddenly, the Electra was sledge-hammered by a violent jungle storm. Juliane saw a searing, lightning-like flash. Flames tore over the right wing.

Alarmed, she looked at her mother, who said: 'This is the end of everything.' That was the last Juliane saw of her.

The next moment, Juliane felt as if she was being blown through the air. Scrapped in her seat, she felt herself twisting, whirling, falling.

Juliane first heard the jungle birds. A canopy of green trees screened the late afternoon sunlight from above. About three hours had passed. She was lying on the jungle floor, still in her airplane seat. The two seats next to her were empty. There seemed to be no other people around. She called, but no one answered. There was a pain in her right shoulder - her collar-bone was fractured - and a cut on her upper right arm. Besides these and some bruises and scratches, she seemed otherwise unhurt.

Though probably suffering from shock, she never lost her wits or the confidence that she would be found. She had spent much of her childhood in the jungle with her parents and she remembered that her father had taught her to walk downhill to find water and then to follow the water downstream. Eventually, he had said, as the stream becomes bigger, one is bound to find civilization.

She began pushing through the thick underbrush. The rain had turned the ground into a muddy swamp and her high-heeled shoes sank in. The underbrush ripped at her dress. After a while, she lost one shoe and stumbled on for a day with one bare foot. Then she lost the other.

During the first three days after the crash, Juliane heard planes and helicopters searching above her for survivors, but they could not see her through the dense growth of jungle trees.

On Sunday, two days after the crash, she reached a narrow quebrada, or riverbed, at the headwaters of the Sheboya River and began to follow it. In many places she found it easier to swim along with the current than to walk. Her bare feet became black and blue; in some areas the ground was covered with thorns.

After the first three days, rain fell continually, and she was always wet. At night, shivering under trees, she slept only intermittently. She tried unsuccessfully to start a fire with her watch crystal. Insects and leeches bit her and her bites and cuts became infested with wormy larva laid by flies.

She saw few wild animals; some small crocodiles slithered off the shore after her in curiosity.

She ate nothing. She considered trying to catch some frogs, but was not sure which ones were poisonous. She picked some fruit and licked it hungrily but, again, she dared not eat it lest it be poisonous.

Four days after the crash, Julianne reached a small, thatched lean-to on the bank of the river. She had covered about ten air miles, but far more along her winding river course. Too weak to go any farther, she dragged herself inside and found some kerosene and salt.

After five days in the lean-to-nine days after the plane crashed - three hunters came by in a canoe. Struggling to the river bank, she waved and attracted their attention. The superstitious jungle men drew back, certain that the blond girl was some sort of evil spirit, but eventually they came ashore and gave her sugar, salt and some farina meal. With gasoline, they helped her clean more worms out of her skin.

The next morning, two more hunters appeared and took Julianne in their canoe to the hut of a native woman for further help. When the woman saw the red of Julianne's bloodshot eyes, she screamed 'Demon!' and tried to chase them away.

The hunters then took Julianne to the small settlement of Tournavista. There, a doctor treated her cuts and bruises and bandaged her. The following day, 11 days after the crash, an American woman pilot, Jerrie Cobb, flew into the jungle airstrip and took Julianne to a camp of American missionaries at Yarinacocha, near Pucallpa, where she was reunited with her father.

Practice

1. What do you think of Julianne?
2. Match the words or expressions in Column B with the correct words in Column A:

Column A

- 1) haggard
- 2) dazed
- 3) incredible

Column B

- a unable to think clearly
- b long, adventurous journey
- c covering held over

- | | |
|-----------------|---|
| 4) ordeal | d break |
| 5) odyssey | e that cannot be believed |
| 6) anticipation | f undergrowth |
| 7) headwater | g severe test of character or endurance |
| 8) canopy | h upper stream |
| 9) fracture | i expectation in advance |
| 10) underbrush | j looking tired and lined |
| 11) infest | k strip of ground for the use of aircraft |
| 12) airstrip | l be present in large numbers |

3. Choose the best answer. You may refer to the text.

- 1) The other passengers on the plane were
 - A. hurt.
 - B. killed.
 - C. rescued later.
- 2) Julianne was going
 - A. home from Lima.
 - B. to Lima.
 - C. back to high school
- 3) Julianne's parents
 - A. worked in the jungle.
 - B. had gone to the jungle for Christmas.
 - C. lived in Germany.
- 4) Julianne's plane caught fire
 - A. for some unknown reason.
 - B. because of engine trouble.
 - C. because it was struck by lightning.
- 5) Julianne did not panic because
 - A. she was in a state of shock.
 - B. she knew civilization was not very far away.
 - C. she was used to the jungle and knew what to do.
- 6) Julianne followed a river because

- A. it was easier as she could swim instead of walk.
- B. she thought it would lead her to civilization.
- C. there were no trees above and she could be seen by looking for her.

7) Juliane did not eat anything because

- A. there was nothing to eat.
- B. she did not like what she found.
- C. she was afraid what she found would not be good for her.

8) Juliane

- A. spent one night in a hut, then went on down the river.
- B. stopped walking after she reached the hut.
- C. reached a hut where she found some hunters.

9) The hunters

- A. helped Juliane at once.
- B. helped Juliane only because she had blond hair.
- C. helped Juliane although they were suspicious at first.

10) A. The hunters took Juliane to her father.

B. Some missionaries came to fetch Juliane in the jungle.

C. Juliane was carried by plane to a missionary camp.

4. Answer the following questions:

1) Look at the picture. How old do you think this girl is?

2) How does she feel? List five words that describe her.

3) What do you think has happened to her?

List five possible things that have happened to her.

5. Go back to the beginning of the article and read the introduction and the first sentence of each paragraph. Don't read anything else.

Fill in the table below by noting what the first sentence in each paragraph tells you. Don't copy the sentence.

The first sentence is done for you.

Paragraph	What the first sentence is about
1	Introduction
2	Juliane's journey starts
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

Now look back at your answers. You will see that by reading the first sentence of each paragraph and the introduction, you can get a good idea of the main outline of the story. Now that you have an idea of what the story is about, go back and read the whole story carefully. You should find that even though there are many new words, you can now understand it better than before.