

全国外贸中等专业学校泛读教材

英语 王乃彦 主编 泛读教程

English Extensive Reading

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英语泛读教程

王乃彦 主编

钟晓菁 房玉靖 编著
孙立星 刘晓环

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王乃彦 主编

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前 言

《英语泛读教程》是根据全国外贸中专“泛读课教学大纲”编写的一本教材,可供全国外贸中专的教师、学生及英语爱好者教学、学习使用。

阅读理解能力是学生学习英语必须具备的基本功之一,这不仅是通过英语水平考试的需要,而且也是毕业后从事外经贸或科技工作的必备条件之一。

本教材共有十五个单元,每单元包括四篇短文。文章按照循序渐进的原则由短到长,由易到难编写,便于学生阅读。每个单元都有一些外经贸方面的文章。课文后有词汇、注释、阅读理解题、问答题及完型填空题等。

泛读课文的选材力求内容新颖,题材广泛,题型多样,能测试学生的阅读理解能力、运用语言结构及词汇的能力、以及分析判断、逻辑推理的能力。

该泛读教材由天津市国际商务学校英语教研室教师负责编写,王乃彦担任主编,主要参编人员有钟晓菁、房玉靖、孙立星、刘晓环。本书部分打印整理工作由张建伟同志担任。

由于时间仓促,编者水平与经验有限,教材中有不妥之处在所难免,希望广大读者批评指正。

编 者

2000年5月

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Unit 1—1

After the Great Fire

On the night of September 2, 1666, a fire broke out in a baker's shop near Fish Street Hill in London. Before the flames were finally extinguished, nearly the entire city had been reduced to ashes. Over 13 thousand homes, 50 churches, and numerous public buildings and hospitals were lost in the blaze. For all practical purposes, London was destroyed.

The Great Fire was not seen as a total tragedy, however. The very bad conditions of the city had been attacked by physicians and humanitarians for years before the fire, thus with the opportunity clearly presented to create a shining new city, artists and craftsmen from all over England hurried to submit their designs for the rebuilding of London.

Among those who submitted plans was Sir Christopher Wren, one of England's leading architects. The task of rebuilding the city was given to him. Wren realized that the Great Fire would not have been so damaging if the city had been better laid out. He also felt that redesigning the main thoroughfares of London would result in increased and more effective transportation within the city.

Shortly after Wren began working on his first drafts for the rebuilding, King Charles I issued a proclamation prohibiting the

construction of any house or shop within the city limits until after the plans were completed. When the plans were unveiled to the citizens of London, however, they were overwhelmingly rejected.

Winter was approaching, consequently, it was necessary for the rebuilding to proceed at once. Permission was, therefore, granted to townspeople and landlords to commence reconstruction of their houses and shops at the sites where they had been before the fire. Had the need for immediate action not been so pressing, some kind of compromise could likely have been reached. This was not to be, however, and the ideas that could have made London one of the world's most beautiful cities never came to pass.

Vocabulary

flame	[fleim]	n.	火焰
extinguish	[iks'tɪŋgwɪʃ]	v.	熄灭, 扑灭
blaze	[bleiz]	n.	火焰
tragedy	['trædʒədi]	n.	悲剧
humanitarian	[hju:mæni'teəriən]	n.	人道主义者
submit	[səb'mɪt]	v.	提交, 呈递
architect	['ɑ:kitekt]	n.	建筑师
thoroughfare	['θʌrəfeə(r)]	n.	大道
proclamation	[,prɒklə'meɪʃn]	n.	声明
unveil	[,ʌn'veɪl]	v.	公开
overwhelmingly	[,əʊvə'welmiŋli]	adv.	势不可挡地
consequently	['kɒnsɪkwəntli]	adv.	所以, 因而
commence	[kə'mens]	v.	开始

compromise

[ˈkɒmprəmaɪz]

n. 妥协

Notes

1. break out 爆发

War broke out in 1939.

1939年爆发了战争。

Rioting broke out between rival groups of fans.

双方球迷之间发生了骚乱。

2. for all practical purposes 事实上,实际上

The sale was supposed to last for a week, but for all practical purposes it's over.

减价销售原来预料要持续一周,然而实际上现在已经结束了。

3. lay out 有计划地安排

lay out a town, a garden 设计城市,布置花园

a well laid-out magazine 设计精美的杂志

4. result in 产生某种作用或结果

Our efforts resulted in success/failure.

我们的努力终于成功/失败了。

The talks resulted in reducing the number of missiles/missile reduction.

谈判结果削减了导弹数量。

5. come to pass 实现

Many people would like the electoral system to be reformed but I don't believe this will ever come to pass.

很多人都想要改革选举制度,但我认为不可能实现。

Exercises

I. Multiple choice

- The Great Fire of London began _____.
I. in a bakery II. in 1666
III. at night IV. on the second of September.
a. I,II,III b. I,III,IV
c. I,II,IV d. I,II,III,IV
- The word “thoroughfares” in the third paragraph refers to _____.
a. public places b. alleys
c. streets d. highways
- What became of the plans for the rebuilding of London?
a. Nothing—they were never put to effect.
b. They were adopted in modified form.
c. They were followed and London was rebuilt at once.
d. Nothing—was rebuilt as it had been before the fire.
- Which of the following describes the author’s probable attitude toward Sir Christopher Wren’s plans?
a. He thinks it a mistake to rebuild London according to Wren’s designs.
b. He regrets that London was not rebuilt according to Wren’s designs.
c. He feels that some other man would have done better.
d. He feels that Wren’s idea has much influence on city planning until now.
- Which of the following would be an appropriate title for the passage?

- a. The Life and Times of Sir Christopher Wren.
- b. The Rebuilding of London.
- c. The Damage of Fish Street Hill.
- d. The London that Might Have Been.

II. Answer the following questions

1. Why wasn't the Great Fire seen as a total tragedy?
2. What did Sir Christopher Wren think of the layout of London before the fire and what was his idea about the rebuilding of the city?
3. Why didn't Wren's plan for rebuilding London come into effect?

III. Cloze

It must have been after two o'clock in the morning when the last guest 1 their leave, and although we had enjoyed their 2, my wife and I were quite thankful to shut the door 3 them. We left all the dirty dishes and glasses 4, and, after opening a few windows to let some fresh air in and the smell of stale 5 out, we climbed into bed and fell asleep.

I 6 asleep for more than half an hour when I awoke with a strong smell of smoke in 7. Still half asleep, I 8 into the lounge, and there, through 9 clouds of smoke, I saw that one of the curtains was 10 fire. I should have closed the windows then without delay, but 11 I tried to beat out the flames with a folded newspaper. 12 this failed I hastened into the kitchen to 13 a bucket and fill it with water. At the same time I shouted to Barbara, who 14 dialed 999 to summon the fire brigade 15 coming to my aid. We had to work at top

12. a. Unfortunately
c. When
13. a. catch
c. grip
14. a. hurriedly
c. intentionally
15. a. without
c. while
16. a. put out
c. fired
17. a. were unable
c. ought
18. a. particularly
c. up
19. a. to put
c. at putting
20. a. trouble
c. rest
- b. For
d. Till
- b. snatch
d. grab
- b. reluctantly
d. purposely
- b. before
d. that is
- b. fanned
d. near
- b. knew how
d. had
- b. partially
d. back
- b. of putting
d. in putting
- b. half
d. fire

Unit 1—2

Language Learning

Some people seem to have a knack for learning languages. They can pick up new vocabulary, master rules of grammar, and learn to write in a new language more quickly than others. They do not seem to be any more intelligent than others, so what makes language learning so much easier for them? Perhaps if we take a close look at these successful language learners we may discover a few of the techniques which make language learning easier for them.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again. They try to learn from their mistakes.

Next, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to communicate with these people and to learn from them. They find it easy to practise using the language regularly because they want to learn with

it.

Finally, successful language learners are active. They do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and they ask these people to correct their mistakes. They will try anything to communicate. They are not afraid to repeat what they hear or to say strange things; they are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

What kind of language learner are you? If you are a successful language learner, you have probably been learning independently, actively, and purposefully. On the other hand, if your language learning has been less successful, you might do well to try some of the techniques outlined above.

Vocabulary

knack	[næk]	n.	技巧, 诀窍
technique	[tek'ni:k]	n.	技术, 方法
independent	[,indi'pendənt]	adj.	独立的
pattern	['pætn]	n.	方式, 模式
clue	[klu:]	n.	线索
conclusion	[kən'klu:ʒn]	n.	结论
communicate	[kə'mju:nikeit]	v.	交流
regularly	['regjuləli]	adv.	有规律地
inexact	[,inig'zækt]	adj.	不准确的
purposefully	['pə:pəsfəli]	adv.	坚定地; 有目的地

outline

[ˈaʊtlaɪn]

v. 概述

Notes

1. take a close look at sth. 仔细查看某事
Take a close look at this letter.
仔细看看这封信。
2. form one's conclusion 得出结论
What conclusions do you form from the evidence you've heard?
你从听到的证据中得出什么结论?
3. be afraid to do sth. 害怕做某事
Don't be afraid to ask for help if you need it.
倘若需要帮忙的话, 尽管提出来(不必犹豫)。
He's afraid to go out alone at night.
他害怕夜晚独自出门。
4. be willing to do sth. 愿意做某事
Are you willing to accept responsibility?
你愿意承担责任吗?

Exercises

I. True or False

- () 1. Successful language learners use special techniques to learn languages.
- () 2. Successful language learners learn the rules and patterns of the language from books.
- () 3. Successful language learners find it easy to practise using the language because they look for inexact information.