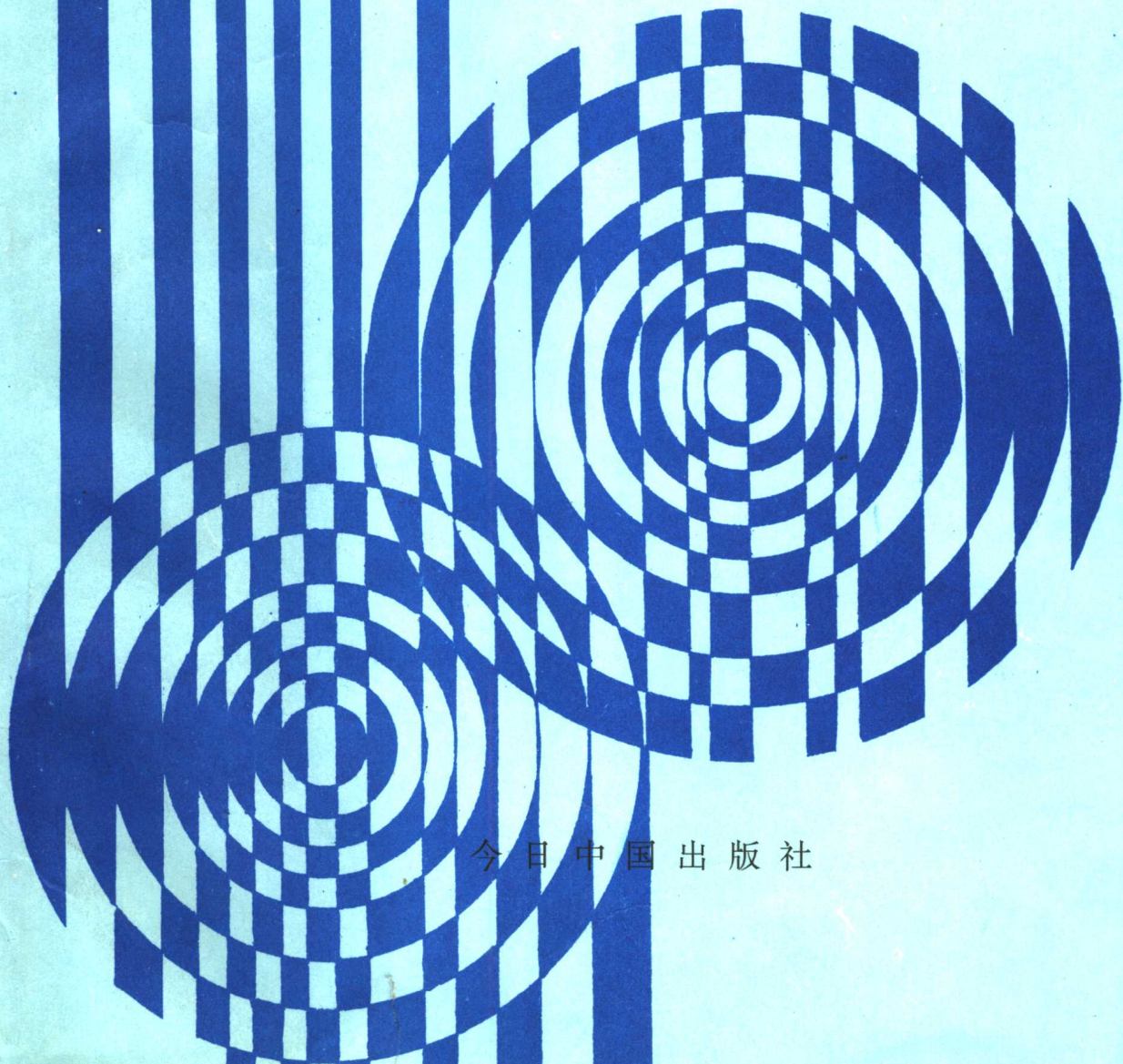


北京市中学教师继续教育教材

中级英文阅读

宋庆林 钱凯庆 编

今日中国出版社



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READING IN PRACTICE

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·〈京〉新登字 132 号

中级英文阅读

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今日中国出版社出版

(北京百万庄 24 号)

邮编:100037

新华书店北京发行所发行

787×1092mm 16 开 印数:2000 册

字数:109 千字 印张:6.85

1993 年第一版 第一次印刷

ISBN7-5072-0688-2/G·149

定价:8.00 元

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,具有重大战略意义。百年大计,教育为本;教育大计,教师为本;教师大计,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 and 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)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》还明确:“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工作,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小组,编审委员会和学科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和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,在此表示衷心地感谢!

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

1991.12

编者的话

对于学英文的中国人来说,阅读能力的培养或许是最重要的了。所谓阅读能力,并不是说是否懂得个别单词,也不是说能否分析每句话的语法结构,而是指是否能够从所阅读的材料中获取必要的信息,这也是检验阅读能力的唯一标准。这就是编写此书的指导思想。

本书有如下几个特点:

第一,所有课文均选自英文报刊杂志。它们全是人们日常所读的东西,无论是内容,形式,特别是所使用的语言,全具有绝对真实性。在训练阅读能力的过程中,接触真实的语言,才能提高现实生活中的阅读能力。

第二,绝大部分练习全是检验学生是否能够通过阅读获取必要的信息。每个练习都是要学生能够带着一个问题去读。这里的问题,就是要学生在某一方面获取的信息,或者说要读懂的内容。师生的注意力是在内容,而不是语言形式上。在掌握内容的过程中学习语言,每个问题要在阅读前交给学生,以使学生有目的地去读。

第三,听、说、读、写,四个能力的培养是不能截然分开的。任何一方面的提高,都有利于其他能力的培养。阅读的训练要与其他能力的培养,特别是听、说能力的培养相结合。做每个练习的过程中,都要配合大量的听说和一定的写,这个环节师生都绝对不能忽视。练习中的一切活动要以英文进行。

第四,书后附有答案,但要避免学生还没有认真阅读就去查对答案。不是所有的练习都给了答案。只是一些有固定答案的练习才给了答案。其他许多练习可以根据师生的体会去发挥。至于一些议论的练习,更没有必要,也没有固定的答案。

最后,我们想说明,任何一本课本的使用对语言能力的提高都是很有局限的。我们希望通过本书的使用使学生的阅读能力能够有所提高。但我们更希望,通过本书的使用使学生明白如何去提高阅读能力。只有做到后一点,作为本书的编者,我们方感到欣慰。

编者

1992年3月8日

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Unit One

Travellers' Tales

Every year a magazine called Executive Travel organizes a competition to find the Airline of the Year. Travellers from all over the world are invited to vote for the most efficient, the most punctual, the safest and the friendliest airline. The winner in 1985 was British Airways. The competition asked travellers what for them was most important from an airline, and the results were as follows:

Punctual departures and arrivals	35%
Attentive cabin staff	35%
Comfort	18%
Safety	9%
Good food and wine	3%

The competition also invited travellers to tell their most horrific stories of the nightmare side to international travel. Replies included six hijacks, fifty-three cases of engine failure or trouble with the landing gear, eleven lightning strikes, twenty-three bomb scares, thirteen cases of food poisoning, eleven near misses and two collisions with air-

port trucks.

Bad Flying experiences begin on the ground, naturally. One American airline managed to double book an entire 747, but this is nothing compared to what happened on an internal flight on a certain African airline. The flight had been overbooked three times. The local military sorted the problem out by insisting that all passengers with boarding cards should run round the plane twice, the fastest getting the seats. An overbooked flight that was going from Heathrow to America gave one traveller a bit of a shock. Dressed only in trousers, shirt and socks, he had been allowed by the stewardess to leave the aircraft to see if he could get a colleague aboard. He returned a few minutes later to find the 747 closed up and about to start moving — with his shoes, wallet, passport and luggage inside. Banging frantically on the door got him back inside. A similar event was seen by a

businessman on a flight from Bangladesh. Passengers were waiting for take-off when there was sudden hysterical hammering on the door. At first the cabin crew paid no attention. The hammering continued. When the door was finally opened, the pilot got in.

One frequent flier lost a certain amount of confidence when the cabin staff asked him to sit in the lavatory during take-off, so that they could occupy the seats nearest the emergency exit. Another lost faith in the pilot's navigational skills when passengers were given lifeboat drill on a flight between London and Manchester.

For nervous fliers, a journey

to be avoided was one between Gatwick and Montpellier, where the in-flight entertainment consisted of watching pieces of the engine falling off. Another passenger was asked to hold the aircraft door closed at take-off and landing.

Baggage is a rich source of horror stories. There was the unlucky traveller who left Chicago in minus 23 weather. He was going to an important meeting in Dallas, where the temperature was 80 plus. Unfortunately his suitcase had gone to L.A., where it spent the next two days. The customers he was trying to impress were more than a little surprised to see him going round in a thick suit, heavy overcoat and fur hat.

Tasks

1 Vocabulary

1) Work in pairs

Divide the following means of transport into three groups:
transport by air, water, or on land.

a submarine

a tram

a moped

a helicopter

an airship

a jet

a canoe

a double-decker bus

a rowing boat

a yacht

a barge

a glider

a van

an estate car

a rocket

a hot-air balloon

a liner

a jeep

2) Choose one of the groups.

Which of the means of transport is

— the fastest?

— for commercial purposes?

— for pleasure?

— the most dangerous?

— old fashioned?

— romantic?

— for military purpose?

2 Pre-reading task

1) What for you is most important from an airline?

Put the following in order of importance:

— — — — — safety

— — — — — comfort

— — — — — punctual departures and arrivals

— — — — — good food and wine

— — — — — attentive cabin staff

2) Flying is probably one of the safest ways to travel, but there can be problems. Discuss what can go wrong on the ground and in the air.

3 Look at the result of the investigation in the text and compare with what you did in the pre-reading task.

Discuss with your partner why they are so different.

4 Read the text carefully and fill in the information briefly.

Airline or place	Problem	What happened in the end

5 **Imaging you were on board of the plane and had one of the above terrible experiences. Tell your friends about it. Use your imagination and try to give details.**

Unit Two

How to Shine at a Job Interview

The smart job-seeker needs to rid herself of several standard myths about interviewing before she starts pounding the pavement looking for a job. What follows is a list of some of these untruths and some tips to help you do your best at your next interview.

Myth 1: The aim of interviewing is to obtain a job offer

Only half true. The real aim of an interview is to obtain the job you want. That often means rejecting job offers you don't want! Incompetent job-seekers, however, become so used to accommodating employers' expectations that they often easily qualify for jobs they don't want. So, before you do back-flips for an employer, be sure you want the job.

Myth 2: Always please the interviewer

Not true. Try to please yourself. Giving answers that you think will suit a potential employer, losing touch with your own feelings (in or-

der to get in touch with some other person's feelings) and, in general, practicing an abject policy of appeasement are certain to get you nowhere. Of course, don't be hostile — — nobody wants to hire someone disagreeable. But there is plainly a middle ground between being too ingratiating and being hostile. An effective interview (whether you are offered the job or not) is like an exciting encounter in conversation with your seatmate on an airplane.

Myth 3: Try to control the interview

Nobody "controls" an interview — — neither you nor the interviewer — — although one or both parties often try. Then it becomes a phony exchange between two human beings; no business is likely to be transacted. When somebody tries to control us, we resent it. When we try to control somebody, she resents us. Remember, you can't control what an employer thinks of you, just as she can't control what you think of her. So

hang loose when interviewing: Never dominate the interview. Compulsive behavior turns off your authenticity.

Myth 4: Never Interrupt the interviewer

No dice. "Never talk when I'm interrupting," said McGeorge Bundy.

Good advice.

Study the style of an effective conversationalist: She interrupts and is interrupted! An exciting conversation always makes us feel free — free to interrupt, to disagree, to agree enthusiastically. We feel comfortable with people who allow us to be natural. So, when interviewing, half the responsibility lies with you. Do you seem uptight? Try being yourself for a change. Employers will either like or dislike you, but at least you'll have made an impression.

Leaving an employer indifferent is the

worst impression you can make. And the way to make an effective impression is to feel free to be yourself, which frees your interviewer to be herself!

Myth 5: Don't disagree with the interviewer

Another silly myth. If you don't disagree at times, you become, in effect, a "yes" woman. Don't be afraid to disagree with your interviewer in an agreeable way. And don't hesitate to change your mind. The worst that could happen would be that the interviewer says to herself, "There's a person with an open mind!" The conventional wisdom says "be yourself," true enough. But how many people can be themselves if they don't feel free to disagree?

Tasks

1 Pre-reading discussion

- 1) Give your suggestions to a person who is going to have a job interview.
- 2) Do you agree or disagree with the following?
 - a) The aim of an interview is to obtain a job offer.
 - b) Always please the interviewer.
 - c) Try to control the interview.
 - d) Never interrupt the interviewer.

e) Don't disagree with the interviewer.

2 Read the text quickly and find one sentence in each paragraph which best sums up the idea of the paragraph.

3 Have you got the main ideas?

Here are eight sentences. Only four of them express important ideas from the text. The other ideas are in the text, but they are not the author's main concerns. Choose the four main points. Then compare your answers with some other students before discussing them with your teacher.

- 1) A good interview is like an exciting meeting during a journey.
- 2) Remember that you are trying to find a job that satisfies you.
- 3) Change your mind if you want to.
- 4) Be yourself.
- 5) Don't try to dominate the conversation with your interviewer.
- 6) Try to let the interviewer be herself.
- 7) Don't be aggressive.
- 8) Don't be overly respectful of your interviewer.

4 The following phrases are taken from the text. Don't look at the text and decide which paragraph they are taken from. Work together with your partner and then check together.

- 1) a phony exchange between two human beings
- 2) make us feel free
- 3) Don't hesitate to change your mind
- 4) losing touch with your own feelings
- 5) obtain the job you want
- 6) to feel free to be yourself
- 7) allow us to be natural
- 8) hang loose
- 9) practicing an abject policy of appeasement
- 10) accommodating employers' expectations
- 11) easily qualify for jobs they don't want
- 12) compulsive behavior
- 13) do backflips
- 14) to make an effective impression

- 15) don't be hostile
- 16) half the responsibility lies with you
- 17) an exciting encounter in conversation

5 Guess unknown words

Match each italicized word in Group A with its probable meaning in Group B. Sometimes you can guess the meaning from the sentence where you find the word; sometimes you will have to look at what comes before and after that sentence. Be careful: there are some extra meanings in Group B.

Group A

- 1) What follows is a list of these untruths and some *tips* to help you do your best.
- 2) Giving answers that you think will suit a *potential* employer...
- 3) ...*practicing an abject policy of appeasement*
- 4) But there is plainly a *middle ground* between being too ingratiating and being hostile.
- 5) When somebody tries to control us, we *resent* it.
- 6) So *hang loose* when interviewing.
- 7) Study the style of an *effective* conversationalist.
- 8) Do you seem *uptight*?

Group B

- a) relax
- b) don't telephone often
- c) appreciate
- d) nervous
- e) possible (in the future)
- f) model answers
- g) powerful
- h) successful
- i) doing anything to avoid disagreement
- j) suggestion
- k) a moderate position

- l) dislike, feel as unfair
- m) the time between two jobs

6 Tell your friends about your experience of a job interview.