



21 世纪高职高专规划教材

(非英语专业用)

Practical English

(Second Edition)
(第二版)

Extensive Course

1

实用英语 泛读教程

教育部《实用英语》教材编写组 编

高等教育出版社

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内 容 提 要

《实用英语》系列教材是教育部规划的一套高职高专通用的教材。本书为该系列教材《泛读教程》第一册,全书共有10单元,每单元分A、B、C三篇文章。文章A为重点泛读材料,供课堂上使用;文章B为快速限时阅读材料,既可在课堂上使用,也可在课后由学生独立完成;文章C为课外阅读材料。全书选文新颖,趣味性强,语言地道,难易适度。编者力求将课上学习与课外阅读相结合,使学生能更快、更有效地提高阅读能力。

与第一版相比,《实用英语泛读教程1》(第二版)更换了部分阅读文章和练习;为了便于学生自学,书后加附了所有练习的参考答案。

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Practical

English

实用英语

FF3T 61



面向 21 世纪课程教材

21 世纪高职高专规划教材

普通高等教育“九五”
教育部重点教材

《实用英语》修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》、《综合训练与自测》和《泛读教程》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前	调整后
课文A (Text A)	课文A (Text A)
课文B (Text B)	课文B (Text B)
● 阅读技能实践 (Reading Skills)	技能训练 (Skills Development and Practice)
综合练习 (Comprehensive Practice)	● 阅读技能实践 (Reading Skills)
● 写作实践 (Guided Writing)	● 翻译实践 (Translation Practice)
● 翻译实践 (Translation Practice)	● 写作实践 (Guided Writing)
● 听与说 (Listening and Speaking)	● 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合。
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。

5. 调整了个别课文与相应练习。

二、《教师参考书》

依照《综合教程》的调整和修订，《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的例示，修订了词汇练习部分。

四、《泛读教程》

更换了部分阅读文章和练习；为了便于学生自学，书后加附了所有练习的参考答案。

修订工作由孔庆炎教授总负责，《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写，应用文部分由安晓灿、刘然修订编写，课文部分由向前进修订编写，《综合训练与自测》由余涓深、刘寅齐、安晓灿修订编写，《泛读教程》由安晓灿、向前进、刘锋修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅，在此谨表示衷心的感谢。

修订后的《实用英语》在保持了第一版注重基础、强调实用特点的同时，练习更加紧凑，结构更加合理。它不仅适用于高等专科学校的学生，也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编者

1999年11月

第一版前言

《实用英语》是一套供高等专科学校使用的英语教材。本教材的编写以国家教育委员会1993年颁发的《普通高等专科学校英语课程教学基本要求》为依据。《基本要求》规定：普通高等专科学校英语课程教学的目的是，培养学生掌握必需的、实用的英语语言知识和技能，具有阅读和翻译与本专业有关的英文资料的初步能力，并为进一步提高英语的应用能力打下一定的基础。

为了体现上述教学目的，在编写《实用英语》过程中我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点，又采纳传统外语教学的某些合理部分，结合我国外语教学中行之有效的理论和方法及现状，力求正确处理好语言基础和语言应用的关系，突出加强语言能力的培养和实际运用，最终达到使学生通过两年的学习，具有阅读和翻译与本专业有关的英文资料的初步能力，并为今后进一步提高英语的应用能力打下一定的基础。

《基本要求》将专科英语课程教学分为两个阶段：第一阶段应重视语言共核教学，培养基本的语言技能；第二阶段应结合专业，强调基本的阅读和翻译技能在本专业的实际应用。为了体现这一教学安排，本套教材也分成两个阶段。第一阶段包括《综合教程》和《泛读教程》各3册，第二阶段包括《实用业务英语》1册。《综合教程》和《泛读教程》是《实用业务英语》的基础，并在教学内容、技能培养方面逐渐向《实用业务英语》过渡；《实用业务英语》是《综合教程》和《泛读教程》的总结和提高，并结合学生毕业后使用英语的需要，侧重于实用文体的阅读和翻译、实用英语口语的训练和实用文体模拟写作方面的训练。

本书为《泛读教程》第一册，供第一学期与《综合教程》配套使用。本册共有10个单元，每个单元由3篇文章组成。文章A (Passage A) 为重点泛读材料，供课堂上使用；文章B (Passage B) 为快速限时阅读材料，既可在课堂上使用，也可在课后由学生独立完成。每篇文章均标出词数和建议阅读时间，学生完成后，教师只需在课堂上核对一下答案，学生就可以知道自己的阅读成绩；文章C (Passage C) 为课外阅读材料。全书选文既注意了与《综合教程》的配合，又体现了多样化，内容包括外国风情、生活趣事、科普知识、金融贸易、学习策略等。我们认为有趣的文章才能激发学生的学习兴趣，注意趣味性与知识性的结合，兼顾文理工各专业是我们选材的标准。本书书末附有阅读文章中出现的所有生词，用中英文注释。为了培养学生查阅字典的能力，在词汇表的编排中，我们给予多种词义，供学生查阅、选择、判断词汇在文章中的具体含义。

我们相信，这样安排有利于扩大学生的阅读量，有利于学生实际阅读能力的提高，还有利于课堂组织教学。

《实用英语》总主编为吴银庚。

《泛读教程》第一册主编为长春建筑高等专科学校安晓灿，沈阳工业高等专科学校翟志明。

沈阳工业高等专科学校刘坤完成全书文字的输入工作，立信会计高等专科学校俞敏参加了本书的部分编排工作。

本书由专科英语教材编审组顾问大连理工大学孔庆炎教授和上海交通大学刘鸿章教授审阅。对于这两位专家的宝贵意见和贡献，编者在此表示衷心感谢。

本书在高等教育出版社出版前，曾在部分省市试用。为了使《实用英语》不断完善，编者希望使用本书的教师和学生在使用过程中继续提出宝贵的意见。

编者

1995年2月

●

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CONTENTS

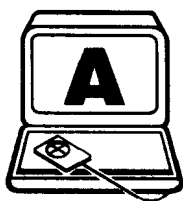
1	Passage A: The Successful Language Learner 1 Passage B: For Your Information (Speed Reading) 3 Passage C: Color 5
2	Passage A: Bring the Past to Life 7 Passage B: Rent Control (Speed Reading) 9 Passage C: The Population of the United States 11
3	Passage A: The Problems of International Trade 14 Passage B: Your Money (Speed Reading) 16 Passage C: My Bank Account 18
4	Passage A: Being on Time 22 Passage B: Polite or Rude (Speed Reading) 24 Passage C: Parties 25
5	Passage A: Gesture 28 Passage B: Where Is the Beef? (Speed Reading) 30 Passage C: Best Teacher I Ever Had 32
6	Passage A: Equality of Opportunity and Competition 35 Passage B: How to Shine at an Interview (Speed Reading) 38 Passage C: "Where There's a Will, There Is a Way" 40

7	Passage A: Children Often Do Humorous Things 43 Passage B: Long-term Memory (Speed Reading) 46 Passage C: Steps to the Future 47
8	Passage A: How Unsafe Is It? 50 Passage B: A Working Relationship (Speed Reading) 53 Passage C: A Special Physical Examination 55
9	Passage A: Communications of the Future 58 Passage B: "High Tech" and "State of the Art" (Speed Reading) 62 Passage C: What's So Good About the Information Age? 63
10	Passage A: Protection for Consumers in USA 67 Passage B: Getaway People Use XYZ Petrol (Speed Reading) 70 Passage C: Scan This Web Site 72
Glossary 74 Key to the Exercises 97	

UNIT 1

PASSAGES

- A** *The Successful Language Learner*
- B** *For Your Information (Speed Reading)*
- C** *Color*



The Successful Language Learner

1 Some people seem to have the ability to learn languages. They can pick up new vocabulary, master rules and grammar, and learn to write in the new language more quickly than others. They do not seem to be anymore 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.

2 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.

3 Successful language learning is active learning. Therefore, successful learners 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 them when they make a mistake. 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.

4 Finally, 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 practice using the language regularly because they want to learn with it.

5 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 than successful, **you might do well to**¹ try some of the techniques outlined above.

PRACTICE

A-1 Fill in the following blank spaces.

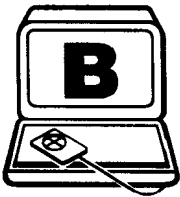
1. The topic sentence of Para 2 is _____.
2. The topic sentence of Para 3 is _____.
3. The topic sentence of Para 4 is _____.

A-2 Choose the best answer according to the passage.

1. The techniques discussed in the passage and leading to success in foreign language learning are _____.
 - a. learning the language from mistakes
 - b. seeking for a chance to use the language
 - c. communicating actively with the people who speak the language
 - d. all of the above
2. Independent learners _____.
 - a. do not need teachers while learning
 - b. depend on their own way to succeed
 - c. do not make mistakes
 - d. learn patterns and rules from books
3. Active learning means _____.
 - a. talking with native speakers

¹ **you might do well to:** it is advisable for you to (do)

- b. communicating actively
 - c. looking for a chance to practice the language
 - d. trying to understand the meaning of every word
4. How could you learn with the language? ____.
- a. In class
 - b. From a teacher
 - c. By using it in actual communication
 - d. With a purpose
5. The author mainly tells us ____.
- a. the different ways of language learning
 - b. something about language learning
 - c. how to succeed in language learning
 - d. what a successful language learner looks like



For Your Information

NUMBER OF WORDS: 362

SUGGESTED READING TIME: 12 MINUTES

1 Are you looking for a good book to read? Do you need information about universities in the United States? Do you want to know the correct price of a used car? Would you like to read newspapers and magazines from different countries? Do you need a quiet place to study? Did you answer “yes” to any of these questions? Then you should visit “the information place”— your local library.

2 A library is more than just a place where books are stored. A library is a source of information. That information may come from books (fiction, non-fiction, or reference books), from periodicals (newspapers, magazines, and journals), from audio-visual material (records, cassettes, microfilm, video tapes, etc.), or even from a computer terminal.

3 Students go to libraries to study and to write research papers. The periodicals room of a university library is where foreign students often find newspapers and magazines from their countries. In the reference room, they can find catalogues from many universities in the U.S. and other

countries. If you are buying a used car, the reference librarian can show you **the Blue Book**¹, which lists the prices of new and used cars. People who need information in a hurry can telephone the reference librarian at many libraries.

4 There are as many different library services as there are types of people who use them. Children's libraries provide materials for young readers. They sometimes have story-tellers who read stories to groups of children, and a few have computers for the children to play with. Music lovers can listen to recordings of their favorite musicians in music libraries. Some libraries have painting and sculpture exhibits, and most libraries offer special services for blind people, such as **books in Braille**, "talking" books, and **Kurzweil Reading Machines**².

5 Libraries provide entertainment as well as information. Novels and short stories from a library's fiction collection are a good source of enjoyable reading practice. Public libraries often sponsor lectures on topics of interest to members of the community, and a few even offer concerts and films. No matter what your interests are, you will find that a library can be a great place to enjoy yourself while you learn.

SCOREBOARD

YOUR READING TIME: _____ minutes

NUMBER CORRECT: _____ mark(s)

YOUR READING EFFICIENCY: _____ (wpm)

[number of words ÷ your reading time × your marks(%)]

PRACTICE

B Decide whether the following statements are True or False by a "✓" in the T/F boxes left to each statement. (20 marks each)

T

F

1. A library provides you with different information only from books it stores.

1 the Blue Book: 介绍汽车价格的小册子

2 books in Braille, "talking" books, and Kurzweil Reading Machines: 盲文书, 有声书及Kurzweil 阅读机

2. You can know the price of a used car from the Blue Book.
3. Some reference librarians give information by telephone.
4. All except blind people can use a library to get their information.
5. There are different activities of entertainment, which make you enjoy yourself while you study at a library.



Color

1

What is your favorite color? Do you like yellow, orange, red? If you do, you must be an optimist, a leader, an active person who enjoys life, people, and excitement. Do you prefer grays and blues? Then you are probably quiet, shy and **you'd rather follow than lead**¹. You tend to be a pessimist. At least, this is what psychologists tell us, and they should know, because they have been studying seriously the meaning of color preference, as well as the effect that colors have on human beings. They tell us, among other facts, that we don't choose our favorite color as we grow up—we are born with our preference. If you happen to love brown, you did so as soon as you opened your eyes, or at least as soon as you could see clearly.

2

Colors do influence our moods, there is no doubt about it. A yellow room makes most people feel more cheerful and more relaxed than a dark green one; and a red dress brings warmth and cheer to the saddest winter day. On the other hand, black is depressing. A black bridge over the Thames River, near London, used to be the scene of more suicides than any other bridge in the area until it was repainted green. The number of suicide attempts immediately fell sharply; perhaps it would have fallen even more if the bridge had been done in pink or **baby blue**.²

3

Light and bright colors make people not only happier but more active. It is an established fact that factory workers work better, harder, and have fewer accidents when their machines are painted orange rather than black or dark gray.

1 **you'd rather follow than lead**: 你宁愿跟在别人后面，也不愿去领导别人。

2 **baby blue**: 淡蓝色