

21 世纪高职高专规划教材

(非英语专业用)

# Practical English

(Second Edition) (第二版)

2

Extensive Course

# 突閉爽語泛读教程

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 个单元,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 2》(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

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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

课文A (Text A)

课文B (Text B)

● 阅读技能实践 (Reading Skills)

综合练习 (Comprehensive Practice)

- 写作实践 (Guided Writing)
- 翻译实践 (Translation Practice)
- 听与说 (Listening and Speaking)

调整后

课文A (Text A) 课文B (Text B)

技能训练 (Skills Development and Practice)

- 阅读技能实践 (Reading Skills)
- 翻译实践 (Translation Practice)
- 写作实践 (Guided Writing)
- 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。
- 6. 书后加附了《实用英语多媒体学习课件》光盘,并将光盘中有关的背景介绍、阅读技能、翻译技能、写的技能、听的技能、英文歌曲等内容用一标注在每课的相应部分,使学生能借助计算机辅助教学手段,学习光盘中提供的多媒体学习材料,加深对课文的理解,强化技能训练、欣赏英文歌曲。书后附有《实用英语多媒体学习课件》结构一览表。

#### 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》

增加了构词法的示例,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》由余渭深、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》第二册,供第二学期与《综合教程2》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。全书选材不仅注意了与《综合教程》第二册相配合,还体现了题材和体裁的多样化,既有议论性文章,也有叙述性文章,如人物传记、专访报道、故事与书信等,涉及信息革命、能源环保、文化习俗、铁疗趣事、社会问题等多方面的内容。全书选文比较新颖、趣味性强,较好地体现了趣味性与知识性相结合并兼顾文理工各科特点的选材原则。本册Passage A设三种练习,Practice A-1与《综合教程》的Reading Skill相配合,结合泛读材料强化对学生阅读技能的训练;Practice A-2训练学生的阅读理解能力;Practice A-3训练学生对词汇及难句的理解能力。Passage B 和Passage C 各设一

种练习、检查学生的阅读理解情况。书后附有生词表及短语、习语表、人名、地名也均列入了生词表、便于学生查阅。

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》第二册主编为湖北黄冈师范高等专科学校向前进、武汉建筑高等专科学校赵欣、编者为湖北黄冈师范高等专科学校王雨梅、武汉建筑高等专科学校裴邦贵。

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。

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提出宝贵意见。

编者

1995年2月

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### WNIT 1

## PASSAGES

- A Buses Are Good Test of Virtue
- B Get the Job You Want ( Speed Reading )

O Job Hunting



#### **Buses Are Good Test of Virtue**

I see that people, old and young alike, are now taking tests of intelligence, education and skill. I wonder why there is no test of one's virtue or goodness. On second thought, perhaps I have raised a silly question. Of course, one's virtue cannot be tested in one or two exams. But, is there really no way to test one's goodness? I thought about this again and again, then two ways came to mind.

First, I thought of a scene in which a drowning person is crying for help. Next, I thought of when you find someone's wallet.

But such tests rarely come our way.

Perhaps we can judge one's virtue by how hardworking he is or by how well he relates to his fellow workers. But some people **behave themselves**<sup>1</sup> because they want their records to look good. Sometimes they perform good deeds just to impress their fellow workers or leaders.

When I rode on a public bus one day, I suddenly found the answer when I saw two young people jumped off their seats at the same time at the sight of an old man making his way onto the bus.

Here on the bus millions of people are tested every day.

No rules of behavior are forced upon you; few familiar faces watch you. You act one way or

l behave oneself: behave well 表现好

Unit 1

another of your own free will. So I believe the test here is reliable.

The test begins as soon as the bus pulls to the bus stop. Do you elbow others aside to get on or do you follow the queue?

The test continues after you get on the bus.

When someone steps on your toe by accident, which happens quite often during **rush hour**<sup>1</sup>, what's your reaction? Of course, you will cry out in pain if it is too hard. But after that, can you bite your lips and say "It doesn't matter"? Or will you relieve yourself of the pain by attacking the offender either by word or by deed?

Riding the bus will put you to the test.

It may not be as challenging as jumping into the water to save a person. But it is so thorough and exact a test that we are bound to lose some marks in one way or another.

Sometimes, young couples try to make room for other passengers by holding each other tight. But to their dismay, their fellow passengers, far from appreciating the kindness, look at them with disapproval.

I try hard not to make serious mistakes, but inevitably I slip up2.

A few days ago I hurried off at the bus stop without showing my monthly ticket. The conductor stopped me and asked for my ticket. Since I was not prepared, I didn't find it until I had turned my bag upside down. The people on the bus and those who were waiting to board were forced to waste time because of this slip of mine.

One of the most serious questions I think one can meet on a bus is "What do you do when you see someone's hand reaching into another's pocket or bag?"

Do you turn a blind eye to3 it? Or do you help the victim in some way?

I have been lucky that I haven't been faced with such a challenge because I doubt that I would prove myself a winner.

How do you feel when a baby, who is just learning to speak, says "Thank you" after you have given your seat to the parent who carries the child?

If everyone takes the exam seriously, how many good qualities will develop?

After all, don't you want to be a good citizen?



### A-1 Each of the following statements contains a cause-effect relationship in meaning. Read them again and fill in the blanks.

1. But some people behave themselves because they want their records to look good.

l rush hour: 高峰时间

<sup>2</sup> slip up: make slight mistakes 犯小错误

<sup>3</sup> turn a blind eye to: pretend not to see 视而不见

		Cause	Effect		
		some people want their records to	look good		
	2.	But it is so thorough and exact a te	But it is so thorough and exact a test that we are bound to lose some marks		
		in one way or another.			
		Cause	Effect		
			we are bound to lose some marks		
	3.	Since I was not prepared, I didn't find it until I had turned my bag upside			
		town.			
		Cause	Effect		
A-2	C	hoose the best answer for	each of the following blanks		
	a	ccording to the passage.			
			adays are taking all kinds of tests except		
		the test of			
		a. skill b. intelligence			
		c. virtue d. education			
	2. Which of the following is considered by the author to be a good				
		one's virtue?			
		a. When one sees a drowning pe	erson crying for help		
		b. When one finds someone else	one finds someone else's wallet		
		c. When one rides in a public bu	us		
		d. When one is at work			
	3.	The test on public buses is believ	ed to be reliable because		
		a. we can act the way we like			
		b. there are rules of behavior the	ere		
		c. many people can be tested			
		d. we know the people there			
	4	. Which of the following happening	gs on the bus will not put you to the test?		
		a. Someone steps on your toe			
		b. A baby says "Thank you" to	you		
		c. You see a thief picking some	•		
		d. You see an old man standing	<del>-</del>		
	5	. The test on the bus is so thoroug	th and exact that		

A-3

	a. one can hardly get full mark	ks						
	b. everyone can get full marks							
	c. everyone can pass it							
	d. no one can pass it							
_	7771 43 1 1 4 A							
6.	The author made a mistake on the bus one day because he							
	a. stepped on someone's toe							
	b. turned his bag upside down							
	c. elbowed his way onto the b							
	d. forgot to show his monthly	tick	et					
7.	The author states that if he sees someone picking another passenger's							
	pocket, he is							
	a. sure he will stand out to he	a. sure he will stand out to help the victim						
	b. not sure if he will try to he	lp th	ne victim					
	c. sure he will turn a blind ey	c. sure he will turn a blind eye to what happens						
d. not sure if he is strong enough to catch the thief								
C	nonee the enewer that h	oet	explains the meaning of the					
	iderlined part in each o		· · · · · · · · · · · · · · · · · · ·					
			<del>-</del>					
1.	On second thought, perhaps I is a. lifted	iavc	b. considered					
	c. asked		d. answered					
	c. asked		d. answered					
2.	But such tests rarely come our	out such tests rarely come our way.						
	a. seldom happen to us							
	b. are usually unreliable							
	c. never take place as we expect							
	d. are often different from other tests							
3	Perhane we can judge ane'e vi	rtue	by how hardworking he is or by how					
٥.	Perhaps we can judge one's virtue by how hardworking he is or by how well he <u>relates to</u> his fellow workers.							
	a. connects with		links with					
	c. talks with		gets along with					
	c. taiks with	u.	gets along with					
4.	You act one way or another of	E you	r own free will.					
	a. as you like	b.	as you are told					
	c. without being willing to	đ.	without wanting to					
_	The neonle on the hus and the	ca :-	ho were waiting to board were forced					
٦.	to waste time because of this		•					
	a. get off	_	get on					
	c. buy tickets		rush to work					
	o. out denote	u.	INDIA CO WOLK					



#### **Get the Job You Want**

**NUMBER OF WORDS: 602** 

**SUGGESTED READING TIME: 15 MINUTES** 

I run a manufacturing company with about 350 employees, and I often do the interviewing and hiring myself. As I see it, there are four keys to getting hired:

1. Prepare to win. "If you miss one day of practice, you notice the difference," the saying goes among musicians. "If you miss two days of practice, the critics notice the difference. If you miss three days of practice, the audience notices the difference."

When we watch a world class musician or a top athlete, we don't see the years of preparation that enabled him or her to become great. The **Michael Jordans**<sup>1</sup> of the world have talent, yes, but they're also the first ones on and the last ones off the basketball court. The same preparation applies in every form of human effort. If you want the job, you have to prepare to win it.

When I graduated from college, the **odds**<sup>2</sup> were good that I would have the same job for the rest of my life. And that's how it worked out. But getting hired is no longer **a once-in-a-lifetime experience**<sup>3</sup>. Employment experts believe that today's graduates could face as many as ten job changes during their careers.

That may sound like a lot of pressure. But if you're prepared, the pressure is on the other people—the ones who haven't done the homework.

2. Never stop learning. Recently I played a doubles tennis match<sup>4</sup> paired with a 90-year-old. I wondered how things would work out. I shouldn't have. We beat our opponents 6–1, 6–1!

<sup>1</sup> Michael Jordans: 迈克尔·乔丹式的球星

<sup>2</sup> odds: chances 机遇

<sup>3</sup> a once-in-a-lifetime experience: 一生只有一次的经历

<sup>4</sup> doubles tennis match: 网球双打比赛