



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

3

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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俞 宝

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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》第三册,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 3》(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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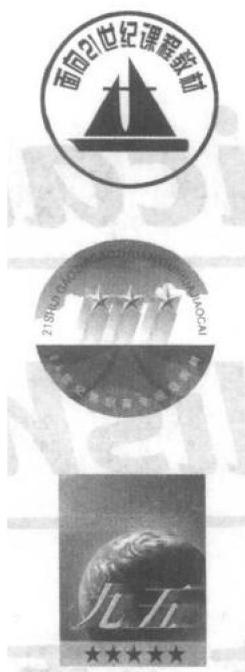
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Practical

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	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。
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。本教材的编写以原国家教育委员会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。

《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》第三册，与《综合教程3》配套使用。本册在编排上与第一、二册基本相同。全书共有10个单元，每个单元由3篇文章组成。文章A (Passage A) 为重点阅读材料，供课堂上使用；文章B (Passage B) 为快速限时阅读材料，标有词数和建议阅读时间，可在课堂上使用，也可在课后由学生独立完成；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3》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，涉及社会生活、名人轶事、知识探求、人生哲理、卫生保健、金融财务、城市建筑、现代科技、散文故事等多方面的内容。全书选文比较新颖、趣味性强，较好地体现了趣味性、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一般设两种练习，Practice A-1训练学生的阅读理解能力；Practice A-2训练学生对词汇的理解和运用能力。Passage B 和Passage C 一般各设一种练习，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，同时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》第三册主编为南京机械高等专科学校张伯华、南京邮电学院周建平，编者为南京动力高等专科学校刘锋、南京机械高等专科学校章勇同。

本书由高等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

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责任编辑 周 龙
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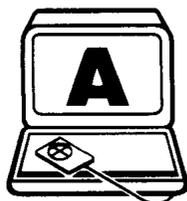
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UNIT 1

PASSAGES

- A *Passport to the Universe*
- B *Mahalo to Donald Kim from a Grateful Alma Mater*
(Speed Reading)
- C *How to Talk to Anyone About Anything*



Passport to the Universe

1

The town where I grew up was so small and safe that from a very early age children were allowed to wander by themselves from one end to the other. Free to explore, I would go to the lumberyard in search of scraps for basement carpentry projects, to the telephone company to watch the operators at work and to the office-supply store where, in the summer before second grade, I had my eye on a fake alligator book bag. Green with red trim, it was so fine it made me ache. But I seemed to be the only one in the family who thought it worth \$3.98. Desperate to raise the money, I regularly dropped into the post office to study the “Most Wanted” posters¹. If I seized one of these wicked men, I would collect a reward from the FBI².

2

That summer, most of my friends had learned to ride bicycles, an art that still escaped from me. While they pedaled around town together, I spent a lot of time on my own. One hot, quiet afternoon, as I walked along the main street, I stopped in front of a store I had never noticed before. Through the windows I saw people sitting in **knotty-pine**³ armchairs with big cushions. Everyone was reading. I supposed they were waiting to be waited on, like diners in a restaurant. I went inside to look around. I had

1 the “Most Wanted” posters: 要犯通缉令。

2 the FBI: Federal Bureau of Investigation (美国) 联邦调查局的简称。

3 knotty-pine: (美) (作室内板壁、天花板或家具用的) 带装饰性节疤的松木。

never seen so many books—shelf after shelf rising higher than I could reach. Were there hundreds? Thousands?

3

A lady at a desk asked me if I would like some help. When I asked what kind of store this was, she said it wasn't a store, it was a library. Nothing was for sale, but everything could be borrowed. All I needed was a library card. Would I like one?

4

Would I? Who wouldn't?

5

On a small orange card she inscribed my name and a number, 1221. She wrote with a fountain pen, and in the eternity it took for the ink to dry, my feelings zigzagged between amazement and fear. The very idea of a library seemed too wonderful to be true — like free candy. There must be a hitch. Maybe you would borrow books without money but had to pay when you brought them back. I didn't dare ask.

6

The librarian pointed out the children's section. I browsed for less time than it had taken the ink on the card to dry, checked out a book, and left before she could change her mind about granting me this astonishing privilege.

7

There were more astonishments to come. I discovered that children could borrow books from the adult section. Imagine! The librarian showed me how to find my way around: fiction was arranged alphabetically by author, nonfiction by **the Dewey Decimal System**¹. Years later, when I discovered the regular decimal system, it seemed very boring compared with the magic of Mr. Dewey, who had invested every number with meaning.

8

In the first weeks after discovering the library, I went twice a day, always checking out a single book until the librarian mentioned that a person could borrow several at once. Think of it!

9

At home I began to talk about how handy it would be to have a book bag, and by the end of the summer my parents yielded. There was another conquest too — the bicycle. It happened shortly after I figured out how easily a pile of books could be carried in the basket.

¹ the Dewey Decimal System: 杜威十进制图书分类法。

10

Over the next few years I read voraciously and indiscriminately: biographies of everyone from **Amelia Earhart**¹ to **Herbert Hoover**², history and things of little significance. I also read, over and over, certain fairy tales. In “The Ugly Duckling” was the comforting hope that someday I, too, might be graceful as a swan. “The Emperor’s New Clothes” confirmed my hunch that adults were not all-knowing and all-powerful, despite what some of them said.

11

The little orange card was my passport to the universe. With it I was introduced to uncountable people and ideas I could not otherwise have known in my little town. **Louis Armstrong**³ was the first black I ever met, in a biography that also made me aware of the horrible fact of prejudice. There was no major art museum for 200 miles in any direction, so until I went to college, the only paintings I saw were in the library’s art books. Through the wonder of the inner-library loan, I was furnished with stacks of books on whatever sank a hook into my curiosity.

12

I never stopped going to libraries. Every time I opened one of the heavy doors of my college library, I was filled with awe. This was a sacred place. Here under one roof were millions of books — an infinity of wisdom and beauty.

13

I now travel with several passports — community library cards, permission to use rare-book collections, and privileges at one of the largest university libraries in the world. The idea that libraries exist still fills me with wonder, and I seize every chance to spread this joy.

14

If, as often happens, children stop to watch while I’m using a library microfilm reader, I ask their birthdays and fish out the appropriate reels of *the New York Times*. Once they start reading a birthday issue, they don’t want to stop. I tell them about Dewey and his decimals. I encourage them to load up their book bags. And I hope — oh, how I hope — that their first passports carry them to as many worlds as mine did.

PRACTICE**A-1 Choose the best answer according to the passage.**

1. Little children in the town were allowed to wander by themselves from one end to the other because _____.

1 **Amelia Earhart**: 阿米莉娅·埃尔哈特 (1898–1937), 第一位单独飞越大西洋的美国女飞行家。

2 **Herbert Hoover**: 赫伯特·胡佛 (1874–1964), 美国第31任总统。

3 **Louis Armstrong**: 路易斯·阿姆斯特朗 (1900–1971), 美国爵士乐小号演奏家, 爵士歌曲作者、歌唱家。

- a. their parents were not strict with them
 - b. the town was small and safe
 - c. it was not far from one end to the other
 - d. both a and b
2. The author went to the telephone company to _____ .
- a. watch the operators working
 - b. make telephone calls
 - c. watch the operators sitting at their desk
 - d. watch the workers operating
3. The author often went to the post office to _____ .
- a. earn some money
 - b. find a chance to get some money
 - c. study the posters
 - d. none of the above
4. At first, the author thought she had to pay when _____ .
- a. she brought the books home
 - b. she returned the books
 - c. the librarian took the books back
 - d. she returned the card
5. "My feelings zigzagged between amazement and fear" means _____ .
- a. I felt both amazed and fearful
 - b. I felt either amazed or fearful
 - c. I was hurt emotionally
 - d. my feelings moved toward amazement and fear
6. _____ comforted and encouraged the author with hope and confirmation.
- a. Stories
 - b. Fairy tales
 - c. Paintings
 - d. History books
7. "I now travel with several passports" means _____ .
- a. I travel with passports of several countries
 - b. I travel in several countries with their passports
 - c. I travel with several passports of my country
 - d. I have several library cards and can borrow books from these libraries with them
8. The main idea of this passage is that _____ .
- a. children should be given library cards
 - b. libraries house all kinds of books
 - c. libraries serve as wonderful means of knowing the world
 - d. library cards are great means of knowing the world

A-2 Provide subjects, objects, or (aux.) verbs for the following sentences according to the passage.

1. _____ thought the fake alligator book bag is not worth \$3.98.
2. The author _____ good at riding a bicycle.
3. The author pressed _____ to buy a _____ and a _____ for her.
4. The author _____ read the biography of every famous person.
5. _____ and _____ are used to express the author's excitement in finding the astonishing privileges in the library.

A-3 Choose the best to explain each of the following underlined parts; base your choices on the context.

1. I would go to the office-supply store.
 - a. the store which sells office buildings
 - b. the store which supplies offices
 - c. the store which sells things needed in offices
 - d. the store where offices can be found
2. It was so fine it made me ache.
 - a. suffer pain
 - b. eager to get it
 - c. hurt emotionally
 - d. eager to damage it
3. I was desperate to raise the money.
 - a. develop
 - b. manage to get
 - c. increase
 - d. make
4. I would collect a reward from the FBI.
 - a. ask and receive
 - b. ask for
 - c. put together
 - d. find
5. On a small orange card she inscribed my name.
 - a. cut
 - b. wrote
 - c. designed
 - d. described
6. There must be a hitch.
 - a. obstacle
 - b. trap