



高职高专英语专业系列教材

Textbook Series for Polytechnic English Majors

英语阅读教程 3

A Comprehensive English Reader

主 编 樊恒夫

重庆大学出版社



求实高职高专英语专业系列教材

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A Comprehensive English Reader

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内 容 提 要

《英语阅读教程》共4册,本书为第3册,系《求实高职高专英语专业系列教材》之一。编者针对中国高职高专学生的具体情况,承袭第1,2册体例,以方便学生根据自身实际情况灵活使用和教师因材施教。Text 1 和 Text 2 后面是与文章内容相关的阅读理解练习、翻译练习、写作练习和短文填空练习。在每单元最后安排了实用文体或背景知识阅读,突出了高职高专教学“实用为主”的原则。

本书既可供高职高专英语专业学生使用,也可供高职高专非英语专业学生使用,同时还可作为具有一定基础的英语自学者和英语爱好者的中高级英语读物。

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Robert as I Know Him

My English friend Robert G. Jackson is a living book, and his life and work makes a good story.

Robert was born in Croston, a small village in the Northwest of England. He began school on his third birthday and, when he was ten years old, won a scholarship(奖学金) to Ormskirk Grammar School. At the age of 17 he won a state scholarship to Liverpool University where he studied Mechanical Engineering. He graduated in December, 1942 and began his first job in January, 1943, as a Junior Scientific Officer at the Royal Aircraft Establishment (英国皇家飞机公司). There he did research on aircraft engines to find ways to improve their performance (性能).

In 1946, he joined the staff of a research centre of the Shell International Petroleum Company (壳牌国际石油公司), where he worked on a variety of projects concerned with the performance of fuels. In the years that followed, he made a number of trips to Holland, France, Germany, Japan, the United States, Brazil and New Zealand, to visit Shell or Continental activities in those countries.

As part of his duties, Robert first came to China in 1993, and we began to know each other on his second business trip to Xi'an in October, 1994. Since then we have been working, as friends and partners, in promoting some coal-gas power generating (发电) projects he and his company have worked on. He has, however, been able to watch Xi'an, and China, grow and has felt for much of the time that he is part of a great adventure. Currently he is a Senior Vice President of EPIC and Chief Representative of the EPIC Agency in Xi'an. In 1996, he met a Chinese engineer who became his wife in 1997. His new wife brought into his life her beautiful daughter who he adopted in 2001.

He became associated with the GL Information Technology College of NPU in 1999 as a guest speaker and began to teach senior students the correct way to speak and write English. He is now a guest professor of GL-Information Technology College of NPU and an advisor in teaching English for the College's International Exchange Programme.

By Clifford Fan (樊恒夫)

About Mr. David W · Wakefield

David W. Wakefield (大卫 W · 韦克菲尔德), 59, is President and CEO of Houston-based Econo-Power International Corporation (EPIC) and a member of the Texas Coalition (德克萨斯州联合会) for U.S.-China Commercial Relations. He has visited China more than sixty times for business missions and has been a guest professor of English in the GL-Information Technology College of Northwestern Polytechnical University.

David founded EPIC in 1990. He is also President of Wakefield Associates (韦克菲尔德联合公司), which he founded in 1983 to serve electrical utilities and major industries in the Southwest United States for operation, maintenance and capital project consulting and equipment supply.

Mr. Wakefield graduated with a B.S. degree in Industrial Management from Georgia Institute of Technology in 1967 and later received an MBA from Bellarmine College in Louisville, Kentucky. He served in the US Navy as a pilot from 1966 to 1971. Now he resides in Houston, Texas, USA.

By Clifford Fan (樊恒夫)

前 言

《英语阅读教程》(1—4)的主要作者和编者罗伯特·杰克逊先生出生在英国,作为英荷壳牌公司高级技术专家,在美国工作和生活了20多年,后又在中国生活和工作了十几年,周游了24个国家,阅历丰富。本套书内容涉及作者的童年、家庭亲情、同事和朋友之间的友情、参观访问游记等。作为一名高级科技人员,他对环境污染、野生动物保护、煤的气化、液体火箭推进剂的研究和发展都发表了自己的看法,并进行了论述。他现在的妻子是中国人,他对中国的发展前景充满了信心。本书所收集的文章实际上是东西方文化碰撞的结果,是作者丰富的人生阅历和渊博的知识的反映,也是他人生价值观的反映,读起来不仅有趣味性、知识性,而且可以欣赏到各种异国风光。

本书的另一位主要作者美国人大卫·韦克菲尔德,获得过商务管理硕士,曾为美国海军飞行员,退役后长期从事国际商务,阅历丰富,商业文笔熟练。本书也较多地吸纳了他发表的专文和各种商务文件,提高了教材的实用性、现代性和针对性。

本教程的其他主要编者均是长期从事外语教学和研究的教授、副教授或译审,都有丰富的教学或翻译经验;他们的学识和经验成为提高本教程质量和实用性的重要保证。

从英语教学的角度看,每单元文章都是独立的故事或专题。作者文笔流畅,语调诙谐幽默。本书词汇丰富而常用,知识面非常广,涉及现实生活的方方面面,可以说上至天文,下至地理,无所不包。有时候非常复杂的事理,作者能用简单的英语句子和词语表达清楚。

《英语阅读教程》作为泛读教材在我校两届学生中试用后,根据教师 and 广大学生的要求,此次简写了原来较复杂的一些专题或科技文章,并把原来的一套书改编成4本,主要是依据现代语言教学的“ $i+1$ ”原则,使输入由易到难。同时,在保持原主要内容的基础上,又增加了许多实用文体的文章,例如个人简历、日记、求职信、商务推销广告、表格、文章摘要、读书报告、事故报告、各种便函、备忘录、合同等,其目的不仅是让学生熟悉这些应用文体的写作方式,更是要达到学以致用目的。我们编写这套阅读教材,除了因为其内容新颖、语言地道、文笔流畅、口笔语通用外,主要想让学生通过英国本族人对许多异国风土人情的描写和人文、商务、科技题材及自身丰富经历的叙述,来扩大知识面、词汇量,包括科技词汇,从而达到跨文化交际的目的。

根据编者多年的教学经验,外语学习可以借鉴本族语学习经历。在听、说、读、写这样一个自然学习顺序中,听说永远是第一位的,其实践量远远大于读写。但是,外

语学习者由于不能在一个真实的环境中依靠听真实的语言材料来获取大量的信息,只有通过阅读来弥补信息缺损量,特别是词汇量。在一定的学习阶段,英语词汇量成为英语专业学生和其他专业学生的主要障碍。把被动词汇转化为积极主动词汇,听、说、读、写、译的大量实践是惟一的途径。我们在编写教材时,考虑到以上外语学习的特点,安排了阅读理解问题、讨论和写作练习、翻译练习,在第3,4册又增加短文填空阅读、测试练习,便于教师在实际操作中把听、说、读、写、译有机地结合起来,从整体上提高学生的语言实用能力。

读什么一直是大家争论的主要问题,有人主张读文学名著,有人主张读报纸、杂志,有人主张读诗歌。但是,不管读什么,作为语言教师,我们一直为之奋斗的是如何培养学生有效的语言输入能力(即听、读能力)和输出能力(即说、写能力),从而最终能有效地使用所学语言。在我们强调语言输出能力时,决不意味着忽视输入能力,而语言输入的信息量永远大于输出量,也就是说,学习者在听和读时获得的信息量中,并非全部被消化理解,变成能运用的东西。要确保输出能力,首先要确保大量的语言输入量。语言作为一种文化载体和交际工具,自然要通过学习和实践运用才能掌握。但是在学习过程中,最重要的是所输入的语言信息必须贴近现实生活,必须实用,有利于就业发展,这样学习者才感兴趣,才易于掌握。而我们所编写的这套阅读教材就满足了这一要求。

有些人错误地认为掌握了语法规则、语音知识、一定的词汇量,就能和外国人交流了,其实,并非如此。当前社会上千千万万的人自称精通英语,而真正能熟练用口语和笔语与外国人进行有效交流的人并不多。原因之一是许多人对每个词汇所涵盖的文化信息没有弄清,对不同的情景下如何说话得体所涉及的文化背景没有弄懂。原因之二,在较高层次的外语学习上,许多人不能把本族语学习中获得的大量技能迁移到外语学习中,因而在外语口语和笔语表达的准确性和逻辑连贯性方面总是底气不足。大量阅读外文,也能有效地提高本族语的水平,而本族语的提高又能促进外语的提高。原因之三,外语学习到了一定的阶段,知识面的宽窄直接影响到外语水平的进一步提高。外语学习者不可能成为许多领域的专家,但完全可以成为科普知识丰富的“杂家”。《英语阅读教程》无论是从文化背景知识,词汇覆盖面、经贸、科普知识方面,还是从听、说、读、写、译的结合方面,都是一套难得的英语中高级读物。我们希望学习者在阅读后能长见识,增词汇,能实实在在地提高英语语言应用能力。

本册教程的编写任务,由三位参编者和副主编依次完成四个单元,由主编、副主编统稿,由主编和英语(主笔)顾问定稿。

另外,考虑到个性化教育和高职高专学生的个体差异大这一特点,我们希望部分学生通过使用简写文(Level 1)能达到教学最低要求。

编者

2005年4月

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1

Education : British and American

※ 简评 ※:

教育历来都是每个国家的头等大事，各个国家都把教育放到战略利益高度。本单元的两篇文章分别对美、英两国的教育体系进行了概括的介绍，由此读者既可以学习英语，又可以增加对这两个国家的教育体系的了解。“他山之石，可以攻玉。”相信读者会从中找到启迪。

Text 1

Education in America

American schools, both public and private, consist of 12 years of grades — basically 8 years of elementary school and 4 years of secondary or high school, although grades 7 and 8, or 7, 8 and 9 may be housed together in a middle school or junior high school. In addition, the elementary school offers five-year-olds a year of kindergarten, usually half-day sessions, before they have formal instruction in reading and writing in the first grade. In a few states two years of junior college (the first two years of higher education) or a vocational school are part of the public school system. Schooling is compulsory in most states to the age of 16.

The public schools are administered by local school boards — groups of people elected by the voters. The board appoints the superintendent and

sometimes participates in choosing the teachers, decides how school funds are to be allocated, and has some voice in establishing the curriculum. Local funds for the schools come largely from property taxes paid by residents of the local school districts. Thus the people of the entire community, not just the parents of the children who attend, pay for public schools, which are free and open to everyone.

In elementary school, all children in a given grade study the same thing. In junior high school the student may have a limited choice of subjects. In high school the choice is wider. While some subjects are required of everyone, some high school students, in addition, take vocational classes, and others study subjects that will prepare them for college. Students from both groups study under the same roof, each selecting courses according to his or her needs and interests. High school students commonly study four or five basic subjects per semester, each for approximately an hour a day. Additional courses, such as physical education, art, or music, may meet twice a week.

After high school a person may prepare for a particular vocation or occupation by attending vocational courses either in a junior college or in a privately supported training school such as a secretarial or industrial school. Or a person may attend a college or university. The term "college" refers to an undergraduate institution that confers a Bachelor of Arts or a Bachelor of Science Degree after four years of study. A university generally is a group of colleges, each serving a special purpose: college of liberal arts, a college of business, a college of education, and the like. In addition, universities offer graduate programs. The Master of Arts degree occasionally may be obtained after one year of additional specialized study, although some institutions require longer study. The Doctor of Philosophy is the highest academic degree in the area of the sciences and humanities. Professional degrees in such fields as medicine or law are part of the program of graduate education.

Many colleges and universities are privately supported. Many have church affiliations. In each state, however, there is at least one university and often several colleges that receive support from state funds. Students in these schools, however, as well as those in private colleges, must pay tuition, but the state schools are much less expensive than private ones, particularly for students who are residents of the state.



Words and Expressions

elementary	adj.	初级的,基本的
formal	adj.	正式的
junior college		(大学)专科学院
vocational	adj.	职业的
compulsory	adj.	必须的,强制性义务的;必修的
compulsory schooling/education		义务性教育
superintendent	n.	主管,负责人
curriculum	n.	课程
secretarial	adj.	秘书的;书记的
occasionally	adv.	有时候
affiliation	n.	从属关系;附属关系

Text 2

The British Educational System

All over the world mention of English education suggests a picture of the "public schools", and it suggests in particular the names of certain very famous institutions — Eton, Oxford and Cambridge; but people do not always realize what place these institutions occupy in the whole educational system. Oxford and Cambridge are universities each having about 12,000 students out of a total of over 250,000 students at all British universities. Eton is a public school, and the best known of the public schools, which, in spite of their names, are not really public at all, but independent and private secondary schools taking boys from the age of thirteen to eighteen years. The public

schools in reality form a very small part of the whole system of secondary education; only about one out of forty English boys goes to a public school, and one out of 1,500 goes to Eton.

Apart from the so-called public schools there is a complete system of state primary and secondary education, which resembles in its general form the state education in most other countries. All children must, by law, receive full-time education between the ages of five and sixteen. Any child may attend, without paying fees, a school provided by the public authorities, and the great majority attend such schools. They may continue, still without paying fees, until they are eighteen. In presenting an overall picture of English education it would be reasonable to concentrate on the state system alone and refer briefly to the public schools. However, although the public schools are not important numerically, they have been England's most peculiar and characteristic contribution to educational methods, and they have an immense influence, on the whole of English educational practice and on the English social structure, for a hundred years, most men in leading positions in banking, insurance, high finance, some industries, the army, the church and conservative politics have been educated at public schools. Things are beginning to change but it will take time. Among the universities Oxford and Cambridge hold a dominant position. Of cabinet ministers who went to universities, nearly all went to one or the other of these two and to Oxford in particular.

A student who receives further full-time education after the age of eighteen, either at a university or at a teachers' training college or at some other college giving training of a special type, can usually receive a grant from the public authorities to cover his expenses, or almost all of them, unless his parents have a large income. But the number of young people who can enter universities is limited by the capacity of the universities, which is less than enough to take all the young people who have the basic qualifications for university admission. In practice, therefore, entry to the universities is competitive. But university degree courses are also available at polytechnics, and entry to the Open University is less restricted.

The academic year begins after the summer holidays and is divided into three "terms", with the intervals between them formed by the Christmas and

Easter holidays. The exact dates of the holidays vary from area to area, being in general about two weeks at Christmas and Easter, plus often a week or more at Whitsun, and six weeks in the summer, beginning rather late. Schools outside the state system decide on their own holiday dates, generally taking a month off at Christmas and Easter and eight weeks in the summer. The three terms are not everywhere called by the same names; indeed some schools call the January-March period "the Spring Term", others use "Spring Term" for the period April-July. Some call the January term "Winter Term" (which is logical), others call it "Easter Term".

Day-schools mostly work Mondays to Fridays, from about 9 a.m. to between 3 and 4 p.m. Lunch is provided and parents pay for it unless they prove to the authorities that they cannot well afford to. All primary schoolchildren, including those in independent schools, were given milk free of charge until 1970 when the Government abolished this benefit.

Change and Reform in Schools in Britain

Before 1870 education was voluntary and many of the existing schools had been set up by churches. Only 2% of children under 14 and 40% of those aged 10 went to school regularly. From 1870, in response to changes brought about by the industrial revolution and movements for social and political reform, the government started to take responsibility for education.

From tripartite system.

It was not until the Education Act 1944 that all children were given the right to free secondary (middle-school) education. Local education authorities were then required to provide schools funded by the state. A "tripartite" system of secondary modern, technical and grammar schools selected 11 year-old children at the end of their primary education by means of an exam. The top 20% attended grammar schools. Secondary modern and technical schools dealt with more practical subjects. It can be said that pupils from secondary modern and technical schools were expected to become manual workers respectively, while a proportion of those who attended grammar schools would

be much more likely to go on to university and become professionals and managers.

To comprehensive system.

In the 1950s some people were dissatisfied with the tripartite system because it did not seem to ensure either equal educational opportunities or a meritocracy. Comprehensive schools were introduced in the 1960s with the idea that pupils should not be selected and streamed at such an early age. In 1993, 90% of pupils attended such schools or private schools. Since the introduction of comprehensive schools, some have argued that streaming still causes children to be “labelled” at an early age as either academic or non-academic, while others argue that it holds back brighter pupils since more attention is given to those with less academic talents.

Recent Reforms

The Education Reform Act 1988 provides for:

The establishment of a National Curriculum for 5 to 16 year-old and regular examinations.

The introduction of City Technology Colleges (CTCs) are sponsored by industry and commerce. Their curricula emphasizes science, technology and business understanding within the framework of the National Curriculum. By September 1991 there were 13 of these, more power being given to schools to run their own affairs within the framework of a set of national standards.

Below are the main ideas behind the new National Curriculum.

The New Curriculum

The National Curriculum occupies not less than 70% of the school timetable, the rest of the time being used for subjects of the school's choosing. It consists of the core subjects of English, mathematics and science as well as history, geography, computer, music, art, physical education and, for secondary level students, a modern foreign language (usually European). Also, tests to check that children's knowledge, understanding and what they are able to do at the ages of 7, 11, 14, and 16 are up to a national standard.



Words and Expressions

institution	<i>n.</i>	机构; 事业单位
Eton	<i>n.</i>	(英)伊顿公学
resemble	<i>vt.</i>	像; 相似
present	<i>vt.</i>	展现, 呈现
numerically	<i>adv.</i>	数字上, 用数字表示地
peculiar	<i>adj.</i>	特有的; 特殊的
conservative	<i>adj.</i>	保守的 <i>n.</i> 保守者, 保守党人
grant	<i>n.</i>	(尤指国家发给的)补助金, 助学金
polytechnic	<i>n.</i>	(= polytechnic institute)(大学)专科院校; 理工学院
	<i>adj.</i>	polytechnical(多学科)理工科技的
abolish	<i>v.</i>	废止, 革除
the public schools		(英国)公学, 私立学校
secondary education		中学教育, 中等教育(英国 11 岁以上的孩子接受的初中、高中教育)
the Open University		开放型大学(如广播电视大学, 函授大学等)
tripartite	<i>adj.</i>	三重的, 分成三部分的
curriculum	<i>n.</i>	课程
framework	<i>n.</i>	构架, 框架

Notes

1. School Attendance officer: 负责学龄儿童入学事务的教育官员。
2. Eton, Harrow and Rugby: 伊顿公学位于伦敦以西; 哈罗公学位于伦敦西北面; 拉格贝公学位于英国中部。这些公学都是英国培养贵族和资产阶级子弟的私立学校。
3. G.C.E. or C.S.E.: 这是英国中学实行的两种考试制度。前者称为“综合教育证

书”。中学生一般在 15 岁时参加“O 水平”(即普通水平)考试,如获通过,可继续留校深造一年,也可继续学习到 18 岁,参加“A 水平”的(即高水平)的“综合教育证书”考试。通过后可上大学。另一种考试制称为“中等教育证书”考试则为广大一般水平以下的中学所设。他们在 15 岁参加这种考试,如通过,就是中学毕业生。

4. the selective and the comprehensive: 英国实行的两种教育制度。前者称为“优选制”,即儿童在 11 岁时就参加考试。通过者就可进入文法学校,并能进入大学深造;落榜者只能进入技工学校或一般中学学习,不能进大学深造。另一种教育制度称为“普及制”,即不进行十一岁定终生的考试。到底实行哪种制度,一般由各郡教育局自行决定。



Exercises

I. Questions for Comprehension

- In Britain, children from the age of 5 to 15 can by law _____.
 A. receive completely free education
 B. receive partly free education
 C. receive no free education if their families are rich
 D. receive no free education at all
- Public schools in England are usually attended by those whose parents _____.
 A. are rich
 B. are politically conservative
 C. are both rich and conservative
 D. are liberal
- Which of the following is a feature of British education as a whole?
 A. Education is chaotic.
 B. Education is very expensive.
 C. Education is highly centralized.
 D. Education is rather independent and enjoys a great deal of freedom.
- Three of the following reflect the characteristics of freedom in British