



高职高专英语专业系列教材

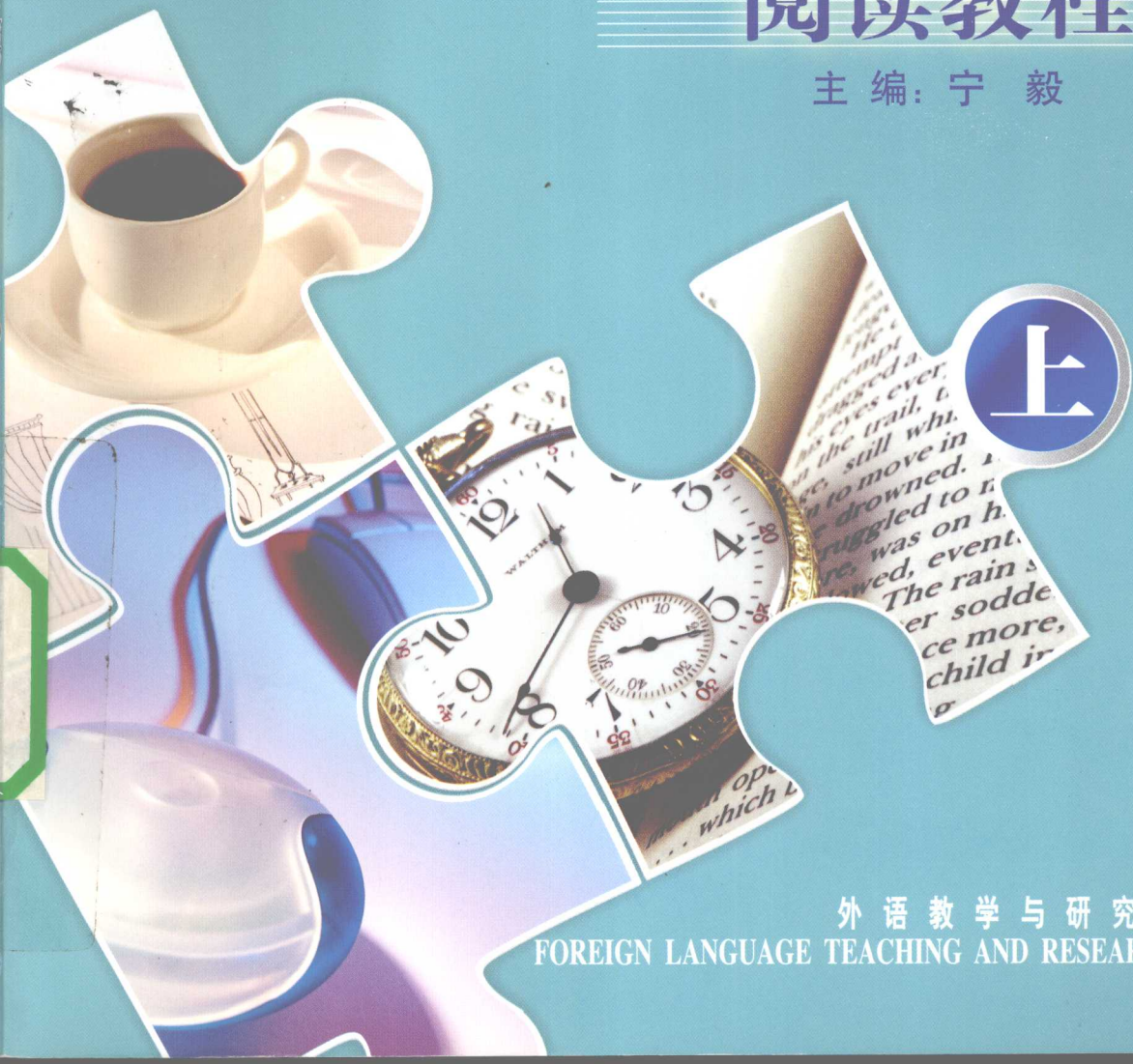
总主编：刘黛琳 副总主编：丁国声 程晓堂

# 致用英语

A READING COURSE

## 阅读教程

主编：宁毅



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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总主编：刘黛琳 副总主编：丁国声 程晓堂

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# 前言

## 简介

在国家关于大力发展职业教育政策的推动下,近年来,我国高等职业教育蓬勃发展,无论从招生规模还是在校生人数上,高职高专教育均已形成高等教育的半壁江山。与此同时,随着我国涉外经济的发展,对外交流日益增多,对于应用型英语人才的需求也在不断增长,因此,大部分高职高专院校都开设了英语专业。为满足新形势下高职高专英语专业教学的需要,推进课程建设与发展,引导注重职业素质培养、提高实际应用能力的高职高专英语教学改革方向,我们在广泛调研的基础上,为高职高专英语专业基础课程编写了这套《致用英语》系列教材。

《致用英语》系列教材是依据我国高职高专英语专业的培养目标和教学要求,结合高职高专学生的实际需求,为英语专业学生量身定制的教材。该系列教材的起点词汇在1,500词左右,力求从低起点入手,循序渐进,通过大量、有效的实践,引导学生达到既定的学习目标。系列教材充分吸收和借鉴了国内外优秀英语教材的优点,以外语教学理论为指导,语言知识与语言技能并举,不同课程各有侧重;同时,营造真实丰富的语言环境,提供生动多元的文化知识,设计形式多样的教学活动。教材内容的选取紧密结合高职高专学生的学习与生活,同时兼顾其职业发展的需求,这不仅可以激发学生学习的兴趣,奠定其坚实的专业基础,同时也为学生今后的求职、就业做了铺垫。正如书名《致用英语》所示,本系列教材致力于全面提高学生实际应用英语的能力,同时促进学生自我发展能力的培养。

根据教育部颁布的“高职高专教育指导性专业目录”,高等职业教育英语专业分设应用英语、商务英语、旅游英语和英语教育四个专业。《致用英语》基础课系列教材涵盖了这四个专业在基础教学阶段课程设置中开设的主干课程,可满足两个学年、四个学期的教学需求。

## 结构

教材	册数	教学配套资源
《综合教程》	共四册	教师用书+mp3光盘+教学课件
《听力教程》	共四册	教师用书+mp3光盘
《口语教程》	共两册	mp3光盘+教学课件
《阅读教程》	共两册	教学课件
《写作教程》	共两册	
《语法教程》	全一册	
《英语国家概况》	全一册	教学课件
《英语报刊阅读》	全一册	



## 特 点

### 1. 充分体现系列教材的针对性和系统性

该系列教材是专门针对高职高专英语专业学生编写的,根据高职高专英语专业基础阶段的教学目标和教学要求确定教材结构与教学内容,充分考虑高职高专英语专业的教学状况和学生的实际水平与需求。在尽量体现不同课程特点的同时,兼顾各个课程之间在教学形式和内容上的融通、互补与衔接,确保英语专业基础课程教学资源的整体性。

### 2. 突出以学生为中心的教学理念

教材编写贯彻以学生为中心的教学理念,一切教学活动的设计以学生为中心,调动学生的参与意识。重视基本功的训练,同时强调学生实际应用语言能力的培养。

### 3. 注重教材的适用性

教材的起点照顾大多数学生的水平,不简单重复高中阶段已学过的内容,而是重在应用能力的进一步提升;同时,每门课程的教材都设计了扩展性内容,给教师和学生提供了结合实际教学灵活调整内容的空间。

### 4. 展示真实语境中的地道英语,培养跨文化交际意识

教材的选材照顾高职高专学生的特点,贴近生活与职场就业,语境真实,语言地道;丰富多元的社会与文化知识可以帮助学生开阔视野、增长知识,提高跨文化交际意识。

### 5. 多样的活动设计,关注学生自我发展能力的培养

通过精心设计的导学、教学活动,推进自主学习、协作学习,使学生养成良好的学习习惯,掌握有效的学习策略;练习设计注重交际性、应用性和实践性,促进学生积极思考与实践,不断提高解决问题的能力。教材中每单元之首均列出该单元的学习目标,使学生明确学习重点,提高目标意识,培养自我管理的能力。学会学习,不仅对学生的专业学习和社会就业有益,而且为其今后的职业发展创造了条件。

## 6. 立体化教学支持，满足多样化教学需求

根据不同课程的特点，同步提供课本、mp3光盘、教学课件等。充分利用现代信息技术，通过生动、形象、互动的形式激发学生的学习兴趣，提高英语的综合应用能力。

## 编写队伍

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参加《致用英语》系列教材编写的单位有北京外国语大学、北京师范大学、中央广播电视大学、山西大学工程学院、广东外语艺术职业学院、武汉职业技术学院、河北外国语职业学院、江西师范大学高职学院、山东商业职业技术学院、北京经济管理职业学院、郑州牧业高等专科学校、湖南第一师范专科学校等。

# 编写说明

《致用英语 阅读教程》是高职高专英语专业基础课系列教材《致用英语》的阅读教程。该教材所选文章内容新颖,信息量大,具有很强的时代性和趣味性。本教材分为上、下两册。上册侧重选取与学生学习和生活密切相关的话题,包括教育、网络、家庭、友情、体育、传记、健康等;下册侧重选取和学生专业、就业相关的话题,包括旅游业、信息技术、职业生涯等话题。每个单元都设计了阅读技巧讲解,并配有针对性强的阅读训练,方便学生即学即用。

《致用英语 阅读教程》(上册)包括 10 个单元,每 5 个单元后有一个综合训练,以检测学生的学习效果。每个单元的结构如下:

**Learning Objectives:** 单元学习目标。使学生明确学习重点。

**Starter:** 单元导入。以一段引言、小故事或问题讨论等形式导入文章阅读。这一部分旨在激发学生对单元话题的兴趣,在正式阅读前将阅读与口语练习结合起来,引导学生进入正文的阅读。

**Passage A:** 阅读课文一。文章篇幅为 600—800 词,精选自英美书籍、报刊及网站等,基本保持原文的风貌。课文中影响理解的重要词汇,以边注形式标出,提供词汇文中词义。课文前有导入,给学生相关主题提示,课文后是阅读理解练习题,主要包括以下题型:

- 判断 (true/false/not given)
- 简短回答问题 (short answer)
- 完成句子 (sentence completion)
- 多项选择 (multiple choice)
- 讨论题 (question for discussion)

以上练习主要检查学生对文章中心思想、主要论点、重要细节等内容的理解与掌握。思考题设计为小组讨论,主要是拓展型或开放性的讨论题。

**Passage B:** 阅读课文二。题型设计同 Passage A。

**Reading Skills:** 阅读技巧。每单元提供一项阅读技巧讲解,并结合课文中的实例进行操练,系统地提高学生的阅读技能。

**Supplementary Reading:** 补充阅读。所选课文篇幅在 900—1500 词之间;内容为文学作品节选或与单元主题相关的文章,主要为学生拓展阅读提供材料;后附有背景知识介绍或者是对主题的评论或进一步讨论,主要供学生课外学习使用。

本教材由武汉职业技术学院外语系负责编写。宁毅副教授担任主编,负责全书的策划、设计和审稿,并编写第 1、8、10 单元;彭春萍副教授担任副主编,协助负



责全书的策划、设计和审稿，并编写第3、4、5、9单元；卢成委老师负责编写第6单元；吴晶老师负责编写第2、7单元；高洁老师负责编写综合训练I、II；胡新莲副教授负责提供大部分阅读技巧，各位编者提供相应单元的阅读技巧练习。

在教材编写过程中，武汉职业技术学院外籍教师 Rachel Knight, Wade Purdom 以及美国高中学生 Angela Chen 审读了本书的部分稿件并提出了相关建议；长江职业学院外语学院的程敏老师仔细审读了全部书稿；此外，武汉职业技术学院07级学生陈琳、田欣、邹红、柯冰、喻丽、江黎、王娇等24人参与协助阅读材料试用和生词检测；在此，谨向他们致以诚挚的谢意。

编者在编写过程中参考了前辈、同仁和网站上的文章、著作和研究成果，在此向他们表示衷心的感谢。

由于本书编写时间仓促，难免有疏漏之处，恳请同仁和读者批评指正。

宁毅

2008年5月

# Contents

<b>Unit 1 College Education.....</b>	<b>1</b>
Passage A The Value of a College Education .....	2
Passage B Another Education in University .....	5
Reading Skills Skimming .....	8
Supplementary Reading Universities and Their Function .....	10
 <b>Unit 2 Happiness .....</b>	 <b>13</b>
Passage A Happiness Index.....	14
Passage B Who Are the Happiest People? .....	17
Reading Skills Scanning .....	20
Supplementary Reading Black Beauty (Excerpt) .....	22
 <b>Unit 3 Sources of Beauty .....</b>	 <b>27</b>
Passage A Is This Seat Taken? .....	28
Passage B Reach for the Light.....	31
Reading Skills Guessing the Unknown Words from Context.....	34
Supplementary Reading The Old Man and the Sea (Excerpt).....	36
 <b>Unit 4 Build up Blogs .....</b>	 <b>41</b>
Passage A Tips on Writing Content for Your Blog.....	42
Passage B Comments? Comments... Comments! .....	45
Reading Skills Guessing the Unknown Words from Word-building .....	49
Supplementary Reading Ten Things I've Learned about Blogging.....	51
 <b>Unit 5 Kids and Family.....</b>	 <b>55</b>
Passage A The Ring .....	56
Passage B Driving Lesson .....	59
Reading Skills Recognizing Words That Connect Ideas.....	63
Supplementary Reading King Grisly-Beard (Excerpt).....	64
 <b>Comprehensive Practice I .....</b>	 <b>69</b>

<b>Unit 6 Touch of Life</b> .....	<b>75</b>
Passage A Everyday Is a Gift.....	76
Passage B Letting Go of Yesterday.....	79
Reading Skills Getting Ideas Sorted out by Critical Thinking.....	82
Supplementary Reading Detour to Romance.....	85
 <b>Unit 7 Friendship</b> .....	 <b>89</b>
Passage A In Praise of Best Friends.....	90
Passage B A Friend Is... ..	94
Reading Skills Searching for the Main Idea .....	97
Supplementary Reading Encounters with Manners (Excerpt).....	98
 <b>Unit 8 Biography</b> .....	 <b>103</b>
Passage A Benjamin Franklin's Memoirs (Excerpt) .....	104
Passage B Bill Gates in His Boyhood.....	107
Reading Skills Understanding References and Making Inferences .....	111
Supplementary Reading The Master of Investment: Warren Buffett.....	112
 <b>Unit 9 Sports</b> .....	 <b>115</b>
Passage A Coming a Long Way, in More Ways than One .....	116
Passage B The Football Game .....	119
Reading Skills Recognizing Patterns .....	123
Supplementary Reading Around the World in Eighty Days (Excerpt) .....	126
 <b>Unit 10 Health</b> .....	 <b>131</b>
Passage A A Simple Guide to Eating out Without Putting on Weight .....	132
Passage B Vitamin Supplements—A Pill Is Not Always the Answer.....	136
Reading Skills Distinguishing Facts from Opinions.....	139
Supplementary Reading Caught in the Web of the Internet.....	140
 <b>Comprehensive Practice II</b> .....	 <b>145</b>
 <b>Key to Exercises</b> .....	 <b>153</b>



# Unit 1

## Passage A

### INTRODUCTION

For an individual, college education means a lifelong influence. For a nation, college education means more than "producing" qualified labor forces.

# College Education

### TEXT

## Learning Objectives

After studying this unit, you'll be able to

- get the general idea of a passage by means of skimming;
- get to know the writing technique of listing;
- understand more about college education.

## Starter

When it comes to college education, we have in mind these questions:

- Does it mean teaching students useful skills?
- Does it mean conveying knowledge to students?
- Are there any differences between middle school education and college education?
- Does it mean conveying knowledge, developing practical skills and cultivating positive attitudes?
- To learn practical skills, can we simply go directly to companies or factories to "learn by doing"?

# Passage A



## INTRODUCTION

For an individual, college education means a lifelong influence. For a nation, college education means more than “producing” qualified labour forces.



## TEXT

### The Value of a College Education

Questioning whether you should go to college? Here are four ways that a college education will make you a better person:

1. It is likely to make you more prosperous<sup>1</sup>.
2. It will give you a better quality of life.
3. It will be something you can pass on to your children.
4. It makes you a major contributor to the world's economy.

First things first. The lifetime income of families headed by individuals<sup>2</sup> with a bachelor's degree will be about \$1.6 million more than the incomes of families headed by those with a high-school diploma<sup>3</sup>, according to the Postsecondary<sup>4</sup> Education Opportunity Research Letter (PEORL). The U.S. Census<sup>5</sup> Bureau tells us that in 1999, average income for a male aged 25 or over who holds a bachelor's degree was about \$61,000, compared to about \$32,000 for a male with a high-school diploma—so the college graduate's income was about \$29,000 more annually<sup>6</sup> than the high-school grad's.

A college education is an extraordinarily profitable investment<sup>7</sup>. Every dollar spent on a young man's college education produces \$34.85 in increased lifetime income. Any Wall Street stockbroker<sup>8</sup> would envy that kind of investment yield<sup>9</sup>—especially these days. You say you can't afford to go to college? The Postsecondary Education Opportunity Research Letter says you can't afford not to.

John G. Ramsay, a professor at the Perlman Center for Learning and Teaching, said that the credentials<sup>10</sup> you gain with a college education “are about setting yourself apart, being employable, and becoming a

1. prosperous: *adj.* 成功的

2. individual: *n.* 个人

3. diploma: *n.* 文凭

4. postsecondary: *adj.* 大专

5. census: *n.* 统计

6. annually: *adv.* 一年一次

7. investment: *n.* 投资

8. stockbroker: *n.* 股票经纪人

9. yield: *n.* 产量, 收益

10. credential: *n.* 证书

legitimate<sup>11</sup> candidate for a job with a future. Strong credentials trigger<sup>12</sup> that magical set of middle class 'firsts',” Ramsay said, “the first real-world job, the first non-student apartment, the first new car, and of course, the first loan payments.



Weak credentials can be painful reminders of a string<sup>13</sup> of misfortunes: poor advice, money problems, bad decisions, and wasted time.”

Next, quality of life. Is there anyone who wouldn't like to live a longer, healthier life? Studies show that, compared to high-school graduates, college graduates have:

- longer life spans<sup>14</sup>
- better access to health care
- better dietary<sup>15</sup> and health practices
- greater economic stability and security
- more prestigious<sup>16</sup> employment and greater job satisfaction
- greater participation in artistic activities
- more book purchases<sup>17</sup>
- greater community service and leadership
- more self-confidence

The third point is that a college education is a legacy<sup>18</sup> for your children. The idea of having children may be as remote<sup>19</sup> to you as the international space station, but trust us, your college education will benefit your children. Research shows that children of college-educated parents are healthier, perform better academically<sup>20</sup>, and are more likely to attend college themselves than children of those with lower educational attainment.

Fourthly, more money and greater quality of life for you and your children aren't the only reasons for a college education. Education is the cornerstone of the world's development. We must ensure that our whole population receives an education that will allow full and continuing participation in this dynamic<sup>21</sup> period of economic history.

Without college, you may be left out. The relationship between a college education and success will become more and more significant in our information-driven global economy. Technology and the information age are not the only reasons to be well educated; the trend is toward multiple jobs

11. legitimate: *adj.* 合法的, 正统的  
12. trigger: *v.* 引发, 触发

13. string: *n.* 一串, 一行

14. life span: *n.* 寿命

15. dietary: *n.* 饮食之规定

16. prestigious: *adj.* 声望很高的

17. purchase: *n.* 购买

18. legacy: *n.* 遗赠物

19. remote: *adj.* 遥远的

20. academically: *adv.* 学术上

21. dynamic: *adj.* 充满活力的



and even multiple careers, and higher education prepares you to make the transitions<sup>22</sup> to new fields.

22. transition: *n.* 转换, 过渡

Your education builds a foundation for your development—for our nation's development, and for the development of our global community—which leads to the last point.

(603 words)



## EXERCISES

1. Give a short answer to each of the following questions.

- 1) According to the author, what are the symbols or basic elements for the middle class?
- 2) What are the key criteria for the quality of life according to the author?
- 3) What does “cornerstone” mean in this passage?
- 4) What does “You say you can’t afford to go to college? The Postsecondary Education Opportunity Research Letter says you can’t afford not to” mean?

2. Fill in the table with the words or expressions given below.

*high possibility, low possibility, more, less, higher, lower, stronger, weaker, greater, smaller, longer, shorter, easy, difficult*

	Individuals with college education	Individuals with middle-school diploma
Income	<i>higher</i>	<i>lower</i>
Credential		
Transitions of profession		
Multiple careers		
Multiple jobs		
Self-confidence		
Participation in artistic activities		
Job satisfaction		
Access to health care		
Life span		
Real-world job		
Bad decisions		
New car		
Loan payment		

3. Discuss the following questions.

- 1) Are there any more benefits of college education in addition to the four items mentioned in the passage?
- 2) What is your opinion on college education?
- 3) Why could college education help students have higher income in the future?

## Passage B



### INTRODUCTION

Sports in university play a very important role in college education to build students' character. Read the following text and learn the opinions of some American educators.



### TEXT

#### Another Education in University

Educators in America believe that sports in university are a kind of education. The idea that organized sports build character is a Western tradition dating from ancient Greece.

Organized sports, classified into two categories<sup>1</sup>, competitive sports and club sports, are a valuable and productive use of a young person's time. Sports, in short, are a kind of education, teaching important life skills that can't be learned in other forms.

Competitive sports, at least, may help some players to be sport stars on campus. Ideas about the educational value of competitive sports vary widely. For some, sports foster<sup>2</sup> the social development of young people, teaching the young how to interact<sup>3</sup> with their peers outside the classroom. Sports teach students what it means to compete—how to cope with losing, how to respond gracefully to success. Sports are about teamwork, how to work together toward a common goal. Sometimes they're about developing a sense of self-esteem<sup>4</sup>.

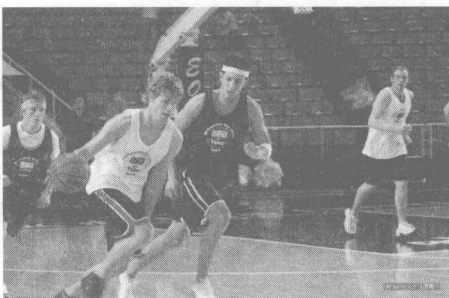
1. category: *n.* 种类

2. foster: *v.* 促进

3. interact: *v.* 互相合作, 互动

4. self-esteem: *n.* 自尊

Young students, energetic, rambunctious<sup>5</sup>, long to kick and throw things and tackle<sup>6</sup> each other, and the fields of organized play offer a place in which to act out these impulses. The time spent on the athletic fields is meant to be productive. Conscientious<sup>7</sup> coaches seek to impart lessons in teamwork, self-sacrifice, competition, gracious winning and losing. Some bold<sup>8</sup> advocates claim that competitive sports build character.



Education is an important theme in youth athletics in the U.S. Universities—Princeton, Harvard, Rutgers, Yale—were the birthplaces of American football and baseball; education—the formation of “character”—was an important part of what those coaches and players thought they were achieving. In 1913, when football was almost outlawed<sup>9</sup> in the U.S., the game’s most prominent<sup>10</sup> figures traveled to Washington and argued successfully that football was an essential part of the campus experience and that the nation would be robbed of its boldest young men, its best potential leaders, if the game was banned.

The athletic fields become less a place to learn about soft values like teamwork than about hard self-discipline and competition. Competitiveness, after all, is prized highly by Americans. For a young student, being cut from the hockey<sup>11</sup> team or denied a spot on the swimming is a grave disappointment—and perhaps an opportunity for emotional or spiritual growth.

Club sports in university, by contrast, are basically egalitarian<sup>12</sup> institutions, unselective and welcoming (at least in theory) of different levels of ability. Basketball or football teams are places where the ethos<sup>13</sup> of competition is given still stronger emphasis. Although the coaches still consider themselves as educators, the sports they oversee are not simple extensions of the classroom. They are important social institutions, for football games bring young people together. Sometimes club sports are simply about finding a healthy way to tire hyperactive<sup>14</sup> boys and girls out so they’ll sit still in class or get to bed at a reasonable hour. An important question in modern society: how to balance this wish to be inclusive<sup>15</sup> with

5. rambunctious: *adj.*

难控制的

6. tackle: *v.* 捉住, 扭住, 扭倒

7. conscientious: *adj.*

尽责的

8. bold: *adj.* 大胆的

9. outlaw: *v.* 宣布……

为不合法

10. prominent: *adj.* 著

名的, 突出的

11. hockey: *n.* 曲棍球

12. egalitarian: *adj.* 主

张人人平等的

13. ethos: *n.* 精神, 风

气

14. hyperactive: *adj.* 过

度活跃的

15. inclusive: *adj.* 包含

的, 包括的



the need to maintain authentic<sup>16</sup> competition and play to win? This is indeed an important question in all walks of life and in any country.

16. authentic: *adj.* 真正的

(546 words)

## EXERCISES

- Give a short answer to each of the following questions.
  - How many categories can sports be classified into according to the passage?
  - Where were the birthplaces of American football and baseball?
  - Why did the football game's most prominent figures go to Washington in 1913?
  - What are the main characters that the competitive sports can foster?
  - Which country in the world prizes the competitiveness highly according to the author?
  - What are the basic functions of club sports in university?
- Compare the competitive sports and club sports by filling in the table with the information given in the text.

	Competitive sports	Club sports
Members		
Character foster		
Basic functions		

- Discuss the following questions.
  - Have you ever heard of the expression "fair play"? What does it mean?
  - Why can competitive sports foster the spirit of self-sacrifice? Can you give an example?
  - Do you often participate in competitive sports or club sports in your college? If the answer is no, what other activities do you take part in?