



教育部高职高专规划教材（非英语专业用）

Practical English

Extensive Course

实用英语 泛读教程

4

教育部《实用英语》教材编写组 编



高等教育出版社
Higher Education Press

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内容提要

《实用英语》系列教材是一套专科层次的公共英语教材,是教育部规划的高职高专英语教材。本套教材 1995 年正式出版发行,1999 年至 2000 年进行了第一次修订。为了更加有利于学生英语应用能力的培养,结合这几年《实用英语》的教学使用反馈,修订组以教育部 2000 年颁发的《高职高专教育英语课程教学基本要求(试行)》为依据,对《实用英语》进行了第二次修订。

本书是《实用英语泛读教程》第四册,全书共有 8 个单元,每单元分 A、B 两篇文章。文章 A 为重点泛读材料,供课堂上使用;文章 B 供学生课后独立完成。

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前 言

《实用英语》是一套供高职高专英语课程使用的教材。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。广大师生把它看作是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,更加符合当前高职高专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,再次对《实用英语》的《综合教程》、《教师参考书》、《泛读教程》和《综合训练与自测》进行了修订。与此同时,我们还把原《实用业务英语》纳入到《实用英语》的体系中来,变成《实用英语》的第四册,并在新修订的《实用英语泛读教程》前3册的基础上新编了《泛读教程》第四册,从而使这次改编的《实用英语》成为一套既含基础英语又含业务英语的实用英语教程。

《泛读教程》第四册与《实用英语综合教程》第四册配套使用,分8个单元,每个单元由两篇文章组成。文章A(Passage A)为重点泛读材料,供课堂上使用;文章B(Passage B)供学生课后独立完成。全书选文既注意了与《综合教程》的配合,又体现了多样化,内容涉及经商之道、消费者权益保护、版权保护、自我领导能力测试、现代管理理念、毕业实习、合同阅读、外国专家在华工作经历与体会等。本书选材的标准是注重趣味性与知识性的结合,兼顾文理工各专业。书末附有阅读文章中出现的所有生词、常用表达法及专有名词,并用中英文进行了注释。为了培养学生查阅字典的能力,在词汇表的编排中,我们给出多种词义,供学生查阅、选择、判断词汇在文章中的具体含义。我们相信,以上安排将会有利于扩大学生的阅读量,提高学生的阅读能力。

《泛读教程》第四册总主编为大连理工大学孔庆炎教授,主编为长春工程学院安晓灿教授和北京交通大学包兰宇副教授。1、2单元由长春工程学院景志华教授编写,3、4单元由北京交通大学包兰宇副教授编写,5、6单元由沈阳工程学院刘然教授编写,7、8单元由长春工程学院安晓灿教授编写。

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意见。

编 者

2004年6月

郑重声明

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UNIT 1

PASSAGES

- A** *Keys to Success*
- B** *Letters to the Boss from Employees*



Keys to Success

1 As a business consultant, I advise companies on how to make the most of their resources in this turbulent economy. What I share with them is a philosophy inspired by a man who influenced me the most in my life.

2 That man was Dad. He was a businessman too, although he might not have called himself that. Bob Ventrella was the proprietor of a small, old-fashioned barbershop. You know the kind, with a candy-striped pole in front and gold lettering on the window that reads Bob's Barbershop.

3 My father acquired his tonsorial talents from his older brothers, Peter and Tony. When Dad came back from serving in the air force in the South Pacific during World War II, he opened his own place. The way he saw it, a good barber would never be out of work. Men's hair grew no matter what the economic climate might be. In fact, when a fellow was out of work was exactly when he needed to look his sharpest.

4 For Dad, the customer always came first. If a kid rushed in late before a dance that night,

Dad thought nothing of staying past closing to do a last-minute crew cut. If customers complained — which they rarely did — he'd bend over backward to give them the look they wanted. He believed the single most important thing for a businessman to remember was to always treat people right. Dad could listen quietly as someone poured out his problems or talk up a storm to put a customer at ease. "People have to be able to trust their barber," Dad used to say.

5

With seven children of his own, Dad knew how trying a visit to a barber could be for kids. That's why he installed an old carousel horse next to the barber chair. A kid could sit on the horse, grab hold of the plastic pommel and imagine he was Roy Rogers while Dad clipped. The boys in our town grew up thinking that having a haircut was synonymous with getting a pony ride.

6

Dad kept a slew of good magazines and comics to read and an old soda machine in back. For a dime you could get a Coke or a root beer and cool off while you waited. Folks debated sports and complained about the weather. People congregated at Bob's Barbershop as much for the company as the cuts.

7

Then came the late 1960s. Dad never imagined what a cultural revolution would do to hairstyles. But suddenly men didn't want their hair cut short any more and kids of my age didn't want it cut at all. Business slowed to a standstill.

8

Dad didn't want to change his job. "It's what I know best," he said. "And I like being my own boss." So at the age of 46, after a quarter of century of hands-on experience, he swallowed his pride and went back to barber school. He learned new cuts and how to style a man's hair with a blow dryer. He set up a sleek and new establishment at the mall, with music and modern chrome chairs. Now the sign in front said: Mr. V's Style Bar. But the shop still operated on the principle that the customer comes first.

9

The place was a huge success. In time two of my brothers joined Dad there, following in the family footsteps. Although I admired my Dad's work, I had other ambitions. In college I studied business, and my first job after graduation was with a consulting firm. I started in the mailroom and worked my way up. Soon I was making calls at companies and studying their procedures to suggest improvements.

10

To my surprise, I thought of Dad. So many of the principles of good business were

things he did intuitively. Putting the customer's needs first, coming up with innovations to improve service, embracing changes with enthusiasm and creativity. Things that couldn't be quantified with data and graphs. That couldn't be taught. Or could they?

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

1. From the passage we can learn that the author is _____.
 - a. an inspiring philosopher
 - b. a successful businessman
 - c. a popular barber
 - d. a business adviser
2. Where was the sign "Bob's Barbershop" written?
 - a. In front of the shop.
 - b. On the window of the shop.
 - c. On the candy-striped pole.
 - d. In the wall of the old-fashioned house.
3. Which of the following is true according to Paragraph 3?
 - a. Economy affects a barber's job greatly.
 - b. Poor people don't have their hair cut in a barber's.
 - c. A person doesn't have to look good when he is out of work.
 - d. A good barber is always needed whatever economic situation is.
4. What did Bob think was the most important thing a businessman should do?
 - a. To do his best to treat people well.
 - b. To wait for the late customers every day.
 - c. To be frank enough to talk up his own problems.
 - d. To be patient enough to listen to customers' complaints.
5. The purpose of Bob's putting an old carousel horse next to the barber chair is _____.
 - a. to make children happy
 - b. to have adults at ease
 - c. to keep haircuts less trying
 - d. to attract kids' attention
6. Why did Bob's Barber Shop's business close in the late 1960s?
 - a. No one liked Bob's barber shop any more.
 - b. Children all grew long hair.
 - c. Economy went from bad to worse at that time.
 - d. A cultural revolution affected hairstyles greatly.

7. How many years had Bob worked as a barber before he went back to barber school?
 - a. 46.
 - b. 25.
 - c. 20.
 - d. Not mentioned.
8. What did the author prefer to do after graduation from college?
 - a. To be a barber like his two brothers.
 - b. To be a businessman like his father.
 - c. To be a postman.
 - d. To be a consultant.
9. Which is the most important principle the author's father always operated his business on?
 - a. Putting customers' needs first.
 - b. Keeping improving services.
 - c. Embracing changes with enthusiasm.
 - d. Trying to come up with innovations.

A-2 Complete the following note-taking exercises.

1. The principle of the barber shop: _____ always come first.
2. The persons whom Bob learned skills from:
 - a. _____
 - b. _____
3. The activities people could do while having their hair cut:
 - A. For children:
 - a. sitting _____
 - b. grabbing _____
 - c. imagining _____
 - d. drinking _____
 - B. For adults:
 - a. reading _____
 - b. debating on _____
 - c. complaining about _____
 - d. drinking _____
4. The names of the barber shop:
 - a. _____
 - b. _____
5. The principles to run a good business on:
 - a. _____
 - b. _____
 - c. _____

A-3 Fill in the blanks with the words or expressions given below. Change the forms if necessary.

at ease	congregate	embrace	proprietor	debate
pour out	turbulent	consultant	trying	come up with

1. I was not satisfied with the treatment we received at that hotel, so I shall write and complain to the _____.
2. Having to stay in hospital for such a long time must be very _____.
3. He eagerly _____ the opportunity for advancement.
4. I never felt _____ in the past until I got the job.
5. She listened to him as he _____ with his staff on the problems in the factory.
6. This is the place where swans usually _____.
7. The mother listened attentively while her son _____ all his eager ambition for the future.
8. He got a job with a firm of public relations _____.
9. Scientists will have to _____ new methods of increasing the world's food supply.
10. The _____ meeting ended up in a fist fight.



Letters to the Boss from Employees

Letter 1

Dear Mr. Gonzalez,

I hope that this letter finds you and your lovely family in good health. As you have asked, I am writing to tell you about the recent happenings at the Jijuana factory and my feelings about them. As I said, it has been quite a struggle adjusting to our new manager, and I hope you can give me advice as to how to handle the situation.

One of my biggest problems with Ms. Graus is that she is very unfriendly with the workers. She does not approve of me socializing at work with the workers. She says that it is not professional to talk with them about personal matters or do them personal favors. I don't agree. If employees have problems, it directly affects their work. Also, I believe that workers will only trust and respect a boss who helps them with their problems and shows interest in them as people, not just as workers.

Another problem is that the floor supervisors find Ms. Graus too controlling. She has them working on projects with which she gives them little information. They are not involved at all in the decision-making process; she simply gives them orders. Ten years ago this type of management would have been acceptable. These days my supervisors want to have more responsibility for their projects. I believe that the more they are asked for their opinions and ideas, the better job they will do. They will have a personal interest in the work which they have helped to develop. I have to say that not all that Ms. Graus does is horrible. She tried to raise the employees' morale by organizing a competition. Bonuses were to be given to the workers whose output for the week was greatest.

I tried to explain to her that all the employees needed more money and that a competition was not the way to raise company morale. Our employees do not want to work in an environment where they are asked to compete against one another. This creates distrust and disharmony among the workers. Needless to say, there was no great increase in anyone's output.

These are most of the major issues. I hope that you can help me with some of them. I will continue to do my best, although at times it can be very difficult. Please send my fondest regards to your family.

Sincerely yours,
Pablo Arango

Letter 2

Dear Dr. Heinz,

Please excuse the lateness of this letter as I know I should have written sooner. Everything here in Mexico is going along a little slower than I have hoped. Mr. Arango and I are having some disagreements over management issues. I hope you will send me some advice for resolving some of these problems.

One of the biggest problems is that Mr. Arango spends a lot of time on the floor socializing with the workers, joking around with them, and asking about their families and their personal problems. He also insists on helping them with personal favors. I feel that the workers are not taking their jobs seriously because of the relaxed and socialized atmosphere he creates. I have spoken with him about this issue, but he insists on keeping close relationships with the workers. I tried to tell him that workers respect a manager who works hard and has great technical ability.

On the issue of control and management, Mr. Arango has asked that I give the floor supervisors more responsibility and control. He feels that they are not involved enough in the decision-making process and that they should receive more information about their projects. I believe I have given them the information they need to do their work. In addition, I am their boss and they should not have to worry about all the details. That is my job, and what I get paid for. They should trust me and my decisions.

In the middle of all these problems, I thought the workers needed to have something to raise their morale. I came up with the idea of having a competition for the factory. It was very simple: each week the employee who produced the greatest output would get a bonus. I was sure that this would be very popular, although Mr. Arango disagreed with me. I believe that competition is a great motivational tool and leads to new ideas in efficiency and production. Unfortunately, here at the factory there was no change in output.

Well, as you can see, I am very disappointed by the way things are going. I realize that this is my first overseas assignment and that I should be happy to have such an important position. In truth, this is the most difficult position I have had. I would appreciate any help or advice you can give me.

Sincerely yours,
Mara Graus

PRACTICE**B-1 Decide whether the following statements are True or False by a "✓" in the T/F boxes left to each statement.**

- | T | F | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Mr. Pablo Arango is getting along quite well with his job at the Jijuana factory. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Ms. Graus doesn't agree that a manager should spend time with workers in a friendly way at work. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. In Pablo Arango's opinion, a boss should show concern for his workers if he wants them to trust him. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The floor supervisors thought Ms. Graus bossy because she only gave them orders without letting them participate in decision-making. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The workers' morale in this factory has already been raised by way of competitions and bonuses. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. The output of the factory has been greatly increased through competition. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Mr. Arango and Ms. Graus have disagreements over the problems of management in the factory. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Ms. Graus strongly insists that workers should receive more information about their projects to do the work well. |

B-2 Complete the following note-taking exercises after the model given.

Problems Concerned	Mr. Pablo Arango's Opinion	Ms. Graus' Opinion
Attitude towards workers	Friendly	Unfriendly
Treatment of the workers	a. socializing with _____ b. talking with them about _____ and doing them _____	a. giving them _____ b. having them _____
Management issues	a. giving supervisors more _____ b. asking supervisors for _____ and _____	a. simply giving supervisors _____ b. not letting them involved in _____
Way to increase the output	Not mentioned	a. through _____ b. giving _____ to those who produces most

B-3 Answer the following questions according to what you have learned from the passage.

1. What does Mr. Arango find difficult about his job?
He finds it difficult _____.
2. Who is Mr. Arango's manager?
_____.
3. What does he think of Ms. Graus' personality?
She is _____.
4. How does Mr. Arango think he should treat his employees?
He should treat them as _____, not as _____.
5. What do the supervisors today think of their responsibility for doing their projects?
They think they should be given _____ for them.
6. How does Ms. Graus try to motivate her employees to work harder?
Through _____.
7. What will affect workers' jobs in Ms. Graus' point of view?
The _____ that Mr. Arango creates.
8. What does Ms. Graus think competitions will result in?
They will encourage people to come up with new ideas _____.

UNIT 2

PASSAGES

- A *Small Business, Big Experience*
- B *20-Something — Have Degree, Won't Travel*



Small Business, Big Experience

1 Instead of taking the annual trek to New York for a Wall Street internship, a handful of University of Maryland MBA students this summer went after a different business experience — on their own campus.

2 With jobs and internships scarce and plenty of companies in its backyard, the university had paired its MBA students with its own Technology Advancement Program, a **business incubator**¹ that tries to turn technology ideas often started by university professors or students into profitable companies.

3 The graduate students serve as consultants to the companies, and often they are charged with making decisions that directly affect a young company's growth, a responsibility few business students assume as interns.

¹ **business incubator:** 企业孵化器