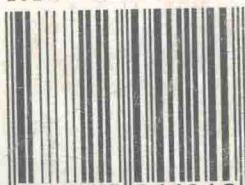


实用英语阅读  
CREATIVE ENGLISH READING

责任编辑: 柳明  
封面设计: 李平

ISBN 7-215-04124-7



9 787215 041240 >

ISBN7-215-04124-7/H · 123

定价: 15.00元

# 实用英语阅读

## CREATIVE ENGLISH READING

主 编:曹深艳 胡月增 范春香

副主编:赵凤玲 崔俊霞 钱建成

刘 芳 魏彩霞

编 委:王德军 张立 刘晶莹

朱丽

河南人民出版社

## 实用英语阅读

### CREATIVE ENGLISH READING

曹深艳 胡月增 范春香 主编 责任编辑 柳 明

---

河南人民出版社出版发行(郑州市农业路73号)

郑州东方红彩印有限公司印刷 新华书店经销

开本 787×1092 1/32 印张 13.625 字数 293千字

1998年5月第1版 1998年5月第1次印刷 印数 1-3 200

---

ISBN7-215-041247/H·123 定价 15.00 元

## 序 言

从心理语言学的角度来看,阅读和写作是人类思维活动中互相影响、互相作用的两个领域,而语篇是和这两个领域紧密相关的;阅读离不开语篇,写作也离不开语篇。本书中语言学的导入,必将使阅读交际化,生动化,以语篇为指导的读写训练也因此会有新的突破。

为了适应教学和研究的需要,由信阳师范学院、郑州大学、炮兵学院、河南农业大学、郑州工业大学、河南省郑州人民警察学校、河南省公安专科学校、郑州市第二职业中专等院校从事英语教学和研究的同志组织编写了这本《实用英语阅读》。

本书的编写意图在于,从语篇特征和介绍入手,通过范文阅读和欣赏以及大量的练习和讨论,培养学生的语感,提高语篇分析能力,达到读与写同步提高的目的。

根据语言学习的规律,阅读训练材料不可以太难,也不可以太容易。因此,在使用本书的过程中,教师可根据学生的水平,选用难易适中的篇章进行课堂教学。本书适用于大中专学生阅读课使用,特别适合英语专业基础阶段阅读。

参加本书编写的人员有:曹深艳(Unit One、Unit Two)、胡月增(Unit Four)、范春香(Unit Five)、魏彩霞(Unit

Three)、赵凤玲(Unit Six)、崔俊霞(Unit Seven)、钱建成(Unit Ten)、刘芳(Unit Eight)、王德军(Unit Nine)、刘晶莹(Supplementary Reading, 2 万字)、张立(Supplementary Reading, 1.2 万字)、朱丽(Supplementary Reading, 1.2 万字)。

曹深艳同志草拟了提纲并最后统修定稿,胡月增、范春香参加了校改工作,郑州大学刘榜离教授给予我们大力帮助,在此,我们表示诚挚的谢意。

在本书的编写过程中,我们参阅了国内外有关论文、论著和教材,并吸收了其中的一些研究成果,在此谨向其作者表示衷心的感谢。

由于我们水平有限,加之时间仓促,本书难免有疏漏、不当之处,欢迎同行、专家和广大读者批评指正。

编 者

1997 年 9 月

# Contents

## Unit One

Part A Building Comprehension and Composition Skills .....	1
Transition One: Connecting through Pronouns .....	1
Part B Reading for Comprehension and Speed .....	13
Passage I <i>Communicating Across Cultures</i> ( I ) .....	13
Passage II <i>Communicating Across Cultures</i> ( II ) .....	19
Part C Reading for Composition and Comprehension .....	27
Passage I <i>Head Over Heels</i> .....	27
Passage II <i>The Rabbits Who Caused All the     Trouble</i> .....	29
Part D Practical Readings .....	32

## Unit Two

Part A Building Comprehension and Composition Skills.....	36
Transition Two: Connecting through Time .....	36
Part B Reading for Comprehension and Speed .....	39

Passage I <i>Advertising: The Selling of a Product</i>	39
Passage II <i>Interviews</i>	47
Part C Reading for Composition and Comprehension	56
Passage I <i>Pocket Women Unite?</i>	56
Passage II <i>The Chaser</i>	61
Part D Practical Readings	68

### Unit Three

Part A Building Comprehension and Composition Skill	71
Transition Three	71
Part B Reading for Comprehension and Speed	81
Passage I <i>Exploding the Myths about the American Family</i>	81
Passage II <i>People and Computers: A Working Relationship</i>	88
Part C Reading for Composition and Comprehension	99
Passage I <i>The Waltz</i>	99
Passage II <i>First Dance</i>	106
Part D Practical Readings	109

### Unit Four

Part A Building Comprehension and Composition Skills	113
Paragraph	113
Part B Reading for Comprehension and Speed	121
Passage I <i>Culture Learning( I )</i>	121

Passage II <i>Culture Learning</i> ( II ) .....	130
Part C Reading for Composition and Comprehension .....	139
Passage: <i>How It Feels to Be out of Work</i> .....	139
Part D Practical Readings .....	145

## Unit Five

Part A Building Comprehension and Composition Skills ...	148
Types of Writing: Description .....	148
Part B Reading for Comprehension and Speed .....	154
Passage I <i>Making Contact in Another Culture</i> (Part I ) .....	154
Passage II <i>Making Contact in Another Culture</i> (Part II ) .....	163
Part C Reading for Composition and Comprehension .....	173
Passage: <i>My Lessons in the Classroom</i> .....	173
Part D Practical Readings .....	178

## Unit Six

Part A Building Comprehension and Composition Skills ...	183
Types of Writing: Narration .....	183
Part B Reading for Comprehension and Speed .....	188
Passage I <i>Reading Requires More Than Words</i> ...	188
Passage II <i>The Soft Sell</i> .....	195
Part C Reading for Composition and Comprehension .....	202
Passage "I Thought My Last Hour Had Come" ...	202
Part D Practical Readings .....	209



## Unit Seven

Part A Building Comprehension and Composition Skills ...	214
Types of Writing: Exposition .....	214
Part B Reading for Comprehension and Speed .....	223
Passage I <i>How to Give a Good Speech</i> .....	223
Passage II <i>Life in Death</i> .....	230
Part C Reading for Composition and Comprehension .....	236
Passage: <i>How to Fight Cold – Proneness</i> .....	236
Part D Practical Readings .....	245

## Unit Eight

Part A Building Comprehension and Composition Skills ...	248
Types of Writing: Argumentation .....	248
Part B Reading for Comprehension and Speed .....	253
Passage I <i>What You don't Know about Exercise</i> ...	
.....	253
Passage II <i>Coping with Stress</i> .....	260
Part C Reading for Composition and Comprehension .....	270
Passage: <i>Why I Want a Wife</i> .....	270
Part D Practical Readings .....	275

## Unit Nine

Part A Building Comprehension and Composition Skills ...	277
Outline .....	277
Part B Reading for Comprehension and Speed .....	282

Passage I	<i>Conversation with a Gorilla</i> .....	282
Passage II	<i>Social Class, Language and Education</i>	
	<i>Failure</i> .....	289
Part C	Reading for Composition and Comprehension .....	296
	Passage: <i>Reflections on My Brother's Murder</i> .....	297
Part D	Practical Readings .....	303

## Unit Ten

Part A	Building Comprehension and Composition Skills ..	306
	Summary .....	306
Part B	Reading for Comprehension and Speed .....	313
	Passage I <i>Educational Attitudes</i> .....	313
	Passage II <i>Consumer Needs and Motivation</i> .....	324
Part C	Reading for Composition and Comprehension .....	337
	Passage: <i>Immobilization</i> .....	337
Part D	Practical Readings .....	340

<b>Supplementary Reading</b> .....	344
------------------------------------	-----

<b>Key to Exercises</b> .....	407
-------------------------------	-----

# Unit One

## Part A Building Comprehension and Composition Skills

### Transition One: Connecting through Pronouns

Each successive sentence in a paragraph should contain a transition, a link with the preceding sentence. A transitional expression is a connector; it is a bridge between statements and ideas in paragraphs. The paragraph organization discussed in this and the following units are associated with particular transition words and phrases, which are discussed in the individual sections dealing with each of the organizational patterns.

he	we	who	his	our
she	they	whom	her	their
it	you	whose	its	your

One of the most effective transitional devices involves letting each successive sentence in the paragraph repeat a word, phrase or idea in the preceding sentence. A pronoun takes the place of a noun. When you use a noun in one sentence, a pronoun that occurs later on in another sentence automatically

refers the reader back to the <sup>verb</sup>original noun. In that way, the writer can help ideas move smoothly from one to the other.

### Exercises

1. Read the following sentences, and then identify the words or sentences that the underlined pronouns refer to.

(1) The <sup>verb</sup>administration has decided to give more financial support to the average student. This week it indicated its intention to increase the number of scholarships based on need by 35 percent in the next year. (scholarship: 奖学金)

(2) Although Professor Elkins has recently been challenged by Associate Professor Talbott and Professor Thayer, she received the Golden Apple Award for outstanding teaching for the fifth year in a row. (in a row: 连续)

(3) Even though they have been in a more difficult position in recent years, small bankers continued to be able to influence the direction of development in their communities. (banker: 银行家)

(4) Looking at her closely for the first time in months, Elizabeth realized sadly that the woman was indeed beginning to grow old.

- (5) Knowing them well, the Hammonds realized that (the shepherds) were unlikely to be on time to meet their guests.
- (6) In 1977, the former home of John D. Spreckels acquired the status of Historical Landmark. Its history goes back to 1908, when it was built by Mr. Spreckels. (landmark: 里程碑)
- (7) The music teacher reported that her newest pupil, Donna Winter, had the greatest potential of any student she had ever had. (potential: 潜力)
- (8) The critic hardly referred to hers at all, but when Sally heard what he had to say about Mary's paintings, she felt relieved rather than disappointed.
- (9) Pierre Cardin had expanded his interests and become a restaurant owner. His is the famous Maxim's of Paris, founded in 1893. (expand: 扩大)
- (10) After Bill had read Tom Burns' article, he was sure it would win the prize as his dealt with the same subject in a much more superficial manner. (superficial: 肤浅的)

(11) David and Roxanna thought that Rose and Charlie's apartment was very luxuriously decorated, but theirs had a better view. (luxuriously: 豪华地; decorate: 装潢)

(12) The Smith and Philops [Research Institute] was designated as the recipient of a grant of two million dollars by the Taylor Foundation. This is to be used for the continuation of a study of the cause of warts. (wart: 疣, 肉赘)

(13) [A daily exercise program results in the need for less sleep for most people. This is partly attributable to the fact that exercisers sleep more soundly than do people who do not exercise regularly. (be attributable to: 可归因于)]

2. The following are ten short paragraphs. The pronouns are taken out and put in front of each paragraph. Please put them back into the blank.

(1) this, those, that, these

The thing I want you to remember above all is ① this. ② those ideas we are talking about are top secret. ③ These we discussed at our last meeting have already been made public. This time there must be no leaks! ④ This is an order.

top secret: 绝密; leak: 泄漏

(2) them, they, its, it

Though ① they did not recognize ② it at the time, the disease the doctors encountered was dengue. This delay in diagnosis was hardly surprising since ③ its symptoms were so unfamiliar to ④ them.

encounter: 遇到; dengue: 登革热; symptom: 症状

(3) its, those, she, her, these, hers

Discipline and consistency, ladies! ① these are the qualities you must cultivate. A casual attitude is all right for ② these people who do not aspire to becoming champions. But the woman who wants the world to be ③ hers must discipline ④ her body and mind; ⑤ she must make sacrifices and suffer boredom and pain. The championship is a great prize, but such glory has ⑥ its price!

discipline: 训练; consistency: 如一; prize: 奖赏; 极好的东西

(4) their, theirs, his, it, him, he

When ① he looked at ② his face in the mirror the next morning, Peter Thompson hardly recognize ③ it. The men who had attacked ④ him the night before had certainly left ⑤ his mark. All the same, he had not been gentle himself, and he was pleased with the thought

that ⑥ it must look almost as disfigured as his own.

mark: 痕迹; disfigured: 容貌被毁损的

(5) the former's, his, one, the latter's, he, ones

There are a number of great baseball players in the game today. ① he is Pete Rose, a player who, by dedication and enthusiasm, has made such use of ② \_\_\_\_\_ quite limited natural talent that ③ \_\_\_\_\_ must be compared with the great ④ \_\_\_\_\_ of the past, such as Ty Cobb of the American League and Stan Musial of the National League. Indeed, Rose has already surpassed ⑤ \_\_\_\_\_ National League hit record, while ⑥ \_\_\_\_\_ major league record of 4,109 appears to be just within his reach.

baseball: 棒球; dedication: 献身; hit record: 得分记录

(6) theirs, that, its, him, his, this, them

It was clear to both Robert Jackson and Don Turner that ① this was no easy task. Jackson was to take ② \_\_\_\_\_ men south around the back of the hill and lead ③ \_\_\_\_\_ up ④ \_\_\_\_\_ most difficult slope. Meanwhile, Turner's men were expected to follow ⑤ \_\_\_\_\_ northwards in the pitch darkness for more than three hundred yards through a swamp up to the main entrance. It was true that ⑥ \_\_\_\_\_ was what the two leaders had been trained for, but ⑦ \_\_\_\_\_ had seemed like playing games. Now it was the real thing.

pitch darkness: 漆黑; swamp: 沼泽地; entrance: 入口



(7) she, her, theirs, they, them, their, hers

In ① \_\_\_\_\_ most famous film, The Wizard of Oz, Judy Garland, as Dorothy, is transported from Kansas to the fantastic Land of Oz. On the way to find the Great Wizard, ② \_\_\_\_\_ meets a scarecrow, a tin man, and a cowardly lion. The four join forces and, of course, many adventures befall ③ \_\_\_\_\_ on ④ \_\_\_\_\_ journey. By capturing a witch's broom for the wizard, ⑤ \_\_\_\_\_ each win the right to a single wish. First, Dorothy's companions have ⑥ \_\_\_\_\_ granted and then the film ends with Dorothy having ⑦ \_\_\_\_\_ come true as she wakes up back home in Kansas.

wizard: 男巫; fantastic: 奇异的; scarecrow: 衣衫褴褛的人, (竖在田里的) 稻草人; tin man: 白铁工; befall: 降临到……头上; witch's broom: 女巫骑的扫把

(8) these, they, it, this, their

Though ① \_\_\_\_\_ have as yet failed to exert ② \_\_\_\_\_ full effect, the measures taken by the government to reduce the rate of unemployment have kept ③ \_\_\_\_\_ within acceptable limits. ④ \_\_\_\_\_ in itself represents considerable progress, but the government has promised both full employment and an end to inflation and ⑤ \_\_\_\_\_ will be achieved only if there is a sharp upturn in world trade.

exert: 产生; upturn: 好转