



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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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。

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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》(下册)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,帮助学生明确学习重点。

Starter: 单元导入。以引言、小故事或问题讨论等形式导入文章阅读。这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。文章精选自英美书籍、报刊及网站等,基本保持原文风貌。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。同时,编者根据各选篇难度在文后适当增加文化注释,为学生提供相关文化、历史、地理等各方面的背景知识,以帮助学生更加准确地理解课文。

课后的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相关评论,主要供学生课外学习使用。

本书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、设计和审稿工作，并编写第7单元；吴晶老师担任副主编，协助本书的策划、设计和审稿工作，并负责编写第2、6、8单元；胡新莲副教授负责编写第5、9单元；高洁老师负责编写第3、4单元；邱棠老师负责编写第1、10单元以及综合练习I、II。

在教材编写过程中，武汉职业技术学院外籍教师 Rachel Knight 和 Wade Purdom 为本书提供了宝贵意见。同时武汉职业技术学院外语系08级学生雷欣、邬桐、张敏、何丽、徐佩、闫真华、李谱以及部分教师参与了本教材的试用。在此谨向他们致以诚挚的谢意。

各位编者在编写过程中参阅了大量国内外相关网站，参考数位前辈和同仁的研究成果和著作，在此我为他们在工作中的辛勤劳动表示衷心的感谢。

由于本书编写时间紧，难免有疏漏之处，恳请各位同仁和读者批评指正。

宁 毅

2008年10月

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Unit 1

Learning

Learning Objectives

After studying this unit, you'll be able to

- find out what reading style you should choose when you read a book or other reading materials with certain specific purposes;
- have a better understanding of the importance of learning;
- gradually form the habits of positive self talk.

Starter

.....

What kinds of difficulties do you have in study?

Do you have any shortcuts to raise your efficiency in the learning process?

Read the following proverbs concerning learning, and share your opinion on them with your partner.

- Strike the iron while it is hot.
- Where there is a will, there is a way.
- A bad workman always blames his tools.
- Fools learn nothing from wise men, but wise men learn much from fools.
- If you want knowledge, you must toil for it.

Passage A



INTRODUCTION

At age 89, Mary Fasano graduated with a bachelor's degree from the Harvard Extension School and entered the history books as the oldest person to earn an undergraduate degree at Harvard. Following is the speech she delivered—"The Power of Knowledge"—at the Extension School diploma awarding ceremony.



TEXT

The Power of Knowledge

I remember one night a few years ago when my daughter was frantic¹ with worry. After my Harvard Extension School classes, I usually arrived at the bus station near my home by 11:00 pm, but on that night I was nowhere to be found. My daughter was nervous. It wasn't safe for a single woman to walk alone on the streets at night, especially one as defenseless² as I am: I can slay³ a mugger⁴ with my sharp wit, but I'm just too short to do any real physical damage.

That night my daughter checked the bus station, drove around the streets, and contacted some friends. But she couldn't find me until she called my astronomy⁵ professor who told her that I was on top of the Science Center using the telescope⁶ to gaze at the stars. Unaware of the time, I had gotten lost in the heavens and was only thinking about the new things I had learned that night in class.

This story illustrates a habit I have developed over the years: I lose track of the time when it comes to learning. How else do you explain a woman who began high school at age 71 and who is graduating with a bachelor's degree at 89? I may have started late, but I will continue to learn as long as I am able to because there is no greater feeling, in my opinion, than traveling to a faraway country and being able to identify by sight the painting of a famous artist, the statue of an obscure⁷ sculptor⁸, and the cathedral⁹ of an ancient architect¹⁰. I have found that the world is a final exam that you can

1. frantic: *adj.* 发狂的

2. defenseless: *adj.* 不能自卫的

3. slay: *v.* 杀害

4. mugger: *n.* 抢劫犯

5. astronomy: *n.* 天文学

6. telescope: *n.* 望远镜

7. obscure: *adj.* 默默无闻的

8. sculptor: *n.* 雕塑家

9. cathedral: *n.* 大教堂

10. architect: *n.* 建筑师

never be prepared enough for. So I will continue to take classes and tell my story.

Lately it seems that everyone is asking me, “Mary, what advice do you have for other students?” So while I have you all here, I’m going to ease my burden of answering each of you individually.

If the saying is true that wisdom comes with age, you may safely assume that I am one of the wisest people in this hall and possibly at this university today. So listen to me when I tell you this: Knowledge is power.

My studies were interrupted when I was in the 7th grade, back sometime around World War I. I loved school but I was forced to leave it to care for my family. I was consigned to work in a cotton mill¹¹, where I labored for many years. I eventually married and raised 5 children, 20 grandchildren, and 18 great-grandchildren. But all the while I felt inferior¹² to those around me. I knew I was as smart as a college graduate. I knew I was capable of doing a job well—I had proved it by running a successful family business for decades that still exists. But I wanted more. I wanted to feel confident when I spoke and I wanted people to respect my opinions.

Does it surprise you to discover how much you have in common with an 89-year-old woman? I know that many of you graduates today, whether you were born in 1907 or 1967, have faced similar barriers¹³ to completing your studies and have sometimes felt inferior around those you work or socialize

with just because you didn’t have a degree.

But I am here today—like you are—to prove that it can be done; that the power gained by understanding and appreciating the world around us can be obtained by anyone regardless of social status, personal challenges or age. That belief is what has motivated¹⁴ me for the last 75 years to get this degree. It is also the mission of the Harvard Extension School. Without the support I received from this school, I might not have graduated



11. mill: *n.* 工厂, 制造厂

12. inferior: *adj.* 下等的, 差的

13. barrier: *n.* 阻碍, 障碍物

14. motivate: *v.* 激发 (学习或工作的) 积极性

until I was 100—a phrase that many of you have probably used in jest¹⁵.

15. *jest*: *n.* 笑话, 俏皮话

There are many students here who do not have the opportunity that I do to speak their minds and have everybody listen, whether they want to or not. But be assured, fellow graduates, that we are more similar than you might think. If you have treated education as your main goal, not as a means to an end, then you, too, have probably been claimed as a missing person once in your academic career, whether you were lost in the stars or the stacks¹⁶ of Widener Library.

16. *stack*: *n.* (图书馆的) 藏书书架

And you, too, know that the journey was worth it, and that the power of knowledge makes me the most formidable¹⁷ 89-year-old woman at the bus stop.

17. *formidable*: *adj.* 难对付的

(772 words)

NOTE

Widener Library: 哈佛大学学校本部最大的图书馆, 馆舍宏伟壮观, 拥有十层藏书库。



EXERCISES

- Do the following statements agree with the information given in the text? Mark T for TRUE if the statement agrees with the information given in the text; F for FALSE if the statement contradicts the information given in the text; NG for NOT GIVEN if the information is not given in the text.
 - Mary Fasano is the oldest person to earn an undergraduate degree at Harvard in history.
 - When Mary walks alone on the streets at night, she can slay a mugger for she is strong.
 - When her daughter found her late at night, Mary Fasano was on top of the Science Center, doing experiments.
 - Mary Fasano says she will continue to learn as long as she is able to because the world is a final exam that one can never be prepared enough for.
 - Mary Fasano is assumed to be the wisest people in this hall because wisdom comes with age.
 - Mary Fasano was the best student in her class when she was in Grade 7, but she was forced to leave school to care for her family.
 - It's suggested by Mary Fasano that anyone can gain power by understanding and appreciating the world regardless of social status, personal challenges or age.
 - Education should be the goal of our life, instead of a means to an end.

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

- 1) Where was Mary Fasano that night when her daughter could not find her anywhere?
- 2) How old was Mary Fasano when she began her high school study?
- 3) Why was Mary Fasano forced to leave school when she was young?
- 4) Why does Mary Fasano often feel inferior to those around her?
- 5) According to Mary Fasano, what is the significance of education?

3. Discuss the following questions.

- 1) Mary Fasano feels inferior to those around her because she does not have a degree. Do you think a degree is so important in one's life? Share your opinions with your partner.
- 2) In your opinion, what is the purpose of education in the modern society?
- 3) After you graduate from college, will you plan to continue your study? Why?

Passage B



INTRODUCTION

If you have been guilty of some bad study habits, it's not too late to learn some other habits that will work better for you.



TEXT

How to Improve Your Study Habits

As a student you have probably experienced many moments when it was hard to make yourself settle down and study, even when an important exam was coming up.

If you're like most students, you put off studying until the very last minute. The night before the exam, you'll stay up all night cramming, getting little or no sleep. In the morning, you'll drag yourself out of bed, psych yourself up with lots of coffee, and go into the exam feeling exhausted, drained and jittery¹ at the same time. You'll find it hard to focus or think, and

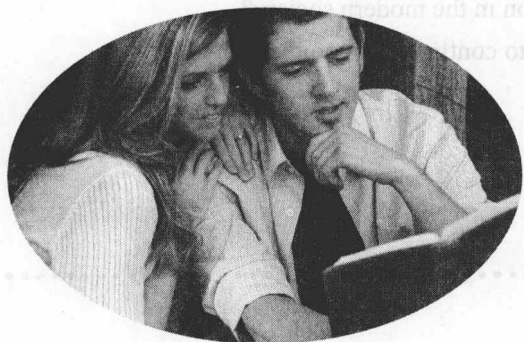
1. jittery: *adj.* 紧张不安的

you'll be cursing yourself for not starting to study sooner.

And not surprisingly, unless you're blessed with natural brilliance², or you happen to know the subject matter extremely well, you'll probably do terribly on the test.

A big problem for most people, especially young students, is that life gets in the way. You probably have a part-time job, and like most youngsters, you also want to have a social life.

Studying can seem very boring compared to all the exciting temptations just outside your door or the games on your computer. Even watching reruns³ of an old film can seem more interesting than the biology text your teacher is expecting you to master.



One reason we often don't start studying until the last possible minute is that we have misjudged⁴ how long it will actually take us to absorb and understand the material. If your mid-term is still six weeks away, that might

seem like plenty of time left before you need to get around to studying. You might find, however, that the subject matter is a lot harder to understand than you thought it would be, and all of a sudden there's no time left to ask someone to explain it to you.

If you have been guilty of all these bad study habits, it's not too late to learn some other habits that will work better for you.

First, remind yourself why you want to do better in your studies. Maybe you need a good mark to get into a good college. Maybe you want a chance at a career that will pay you well. Always keep your end goal in mind.

You can put little cards up around your room with inspirational⁵ messages and attractive photographs that will remind you why you want to do well in school.

If you feel very overwhelmed, you can improve your motivation⁶ and your performance by breaking up the project into smaller sections, or "chunks." Each time you accomplish⁷ one little bit successfully, give yourself a meaningful reward.

2. brilliance: *n.* 才华

3. rerun: *n.* 重新放映

4. misjudge: *v.* 错误地判断或估计

5. inspirational: *adj.* 鼓舞人心的

6. motivation: *n.* 动机, 积极性

7. accomplish: *v.* 完成 (任务)

If you have a deadline looming⁸, decide how much of the project you need to tackle⁹ at one time.

Let's say you have 20 days to master the content of a difficult biology text. Looking through the book you may realize that if you study one chapter each night, you can get through the book in 10 days, leaving 10 days in which you can review the material again.

By doing so, you know what your assignment is. You know how much you need to read every night. Concentrate¹⁰ on the task at hand. You don't need to feel overwhelmed by the entire book.

Next, work out a system of rewards for yourself. Give yourself a series of small rewards each time you master one chapter, and a larger reward for completing the entire book.

For rewards to work, they must be immediate and personally meaningful to you. There is no point in rewarding yourself with a new fishing rod¹¹ if you hate fishing.

Rewards don't need to be material objects if there is something else that would really inspire you. How about attending a special concert or taking a special trip? You decide. Get creative and think of something that will spur¹² you to take action.

It's very important that the reward should be paid soon after the work has been accomplished. This creates a sense of positive reinforcement¹³. Give yourself a small reward every time you finish a small part of the job, and a bigger reward when the project is completed.

Besides motivating yourself with a series of external¹⁴ rewards, learn to motivate yourself internally. Tell yourself you're a good learner. Tell yourself you enjoy learning. Tell yourself you enjoy giving your brain a good workout. Congratulate yourself for your efforts. Tell yourself you love acquiring new knowledge, and let yourself feel joy in learning.

Moreover, for information to sink into your brain you need to review it several times, and your brain needs to sleep properly. You need to relieve your mental stress. Your brain needs good nutrition¹⁵ and it needs to be in a peaceful and confident state. Drugs and alcohol don't help the process of learning.

If you start to cram the night before the exam, you are putting your brain at a big disadvantage.

By cutting back on your sleep, you're not giving your brain a chance to

8. loom: *v.* 逼近

9. tackle: *v.* 处理, 解决

10. concentrate: *v.* 集中 (精力)

11. rod: *n.* 竿

12. spur: *v.* 激励

13. reinforcement: *n.* 增强, 加强

14. external: *adj.* 外部的

15. nutrition: *n.* 营养