



普通高等教育“十一五”国家级规划教材



学生用书
Student's Book
(修订版)



应用型

大学英语

快速阅读

总主编 张春柏 俞理明

Application-oriented College English Speed Reading

主 编 张春柏



上海交通大学出版社

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第二册

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内 容 提 要

本书是根据“大学英语课程教学要求”，特别是基于计算机和网络平台上的大学英语教学新要求，利用“二语习得”等英语教学法，对国外原版经典材料和行业英语信息进行编排整理，力求用现代的、立体的语言教学模式，使当代大学生掌握较高的语言技能和行业英语技能，同时培养当代大学生具有能够利用科技手段独立自主地学习英语的能力。

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序

截止到目前为止，全国本科院校已有 1100 多所（包含独立院校），招收的学生人数众多。这些高等院校被分为一本院校、二本院校和独立院校等，学科定位、学生的英语水平和就业去向都有所不同，但他们却在使用着以一本院校为核心的大学英语教材，这显然是不合理的。俞理明教授、张春柏教授迎难而上，认真研读《大学英语课程要求》，针对这一特点编写了“应用型大学英语系列教材”。该教材突出“应用型”、“基于计算机和网络平台”的大学英语教学新模式，读者群清晰、特色鲜明，丰富了目前市场上大学英语教材的种类，必将对以“应用型”为主的大学英语课程教学质量的提高起到积极的推动作用。

浏览了这套教材，很是欣慰。有感于教材的编写，有几点值得在这里一提：

1. 全书从教材内容选择到结构安排，从课堂活动构思到课外练习设计，都从学生的实际水平出发，为他们未来就业的需要考虑，将他们的未来可持续发展能力作为终极学习目标。

2. 该教材精心选择职场需要的典型场景与任务，组织教材内容与活动练习，让学生“以言行事”，学用结合，在完成任务的过程中体验学习英语的快乐与收获，感受运用英语的真实与可能。

3. 该教材的编写恰当地兼顾语言知识、语言技能和语言应用，同时还有意识地将人生观、世界观的教育贯穿其中，将中外的优秀文化融入各项语言活动中，让学生在学习语言的过程中，心智得以健康发展。

4. 该教材的编写者既考虑了学生的学习能力，又考虑到教师的教学要求。通常，有些院校英语教师的教学工作量偏重，能用于备课的时间不够充分。为此，该教材编写者为那些在授课中可能碰到困难的教师着想，编写了《教师用书》，其内容极为丰富，解释特别详细，课堂教学建议具体，可操作性强。

编教材就如同潜心修行，是件苦事、难事，要编写出好教材更是难上加难。“应用型大学英语系列教材”的出版可喜可贺。我相信该教材在使用过程中会得到大家的认同，并得以改进与完善。

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2012 年 4 月

前言

文秋芳(2002)在论述英语专业教材的编写原则时提到了以下三条重要原则:以“人的发展”为重要依据、以第二语言理论的最新成果为依据、充分体现中国外语教学的特色。我们认为这三条同样是大学英语教材编写应遵循的原则。

在文秋芳提出的上述三个原则中,“人的发展”这一条似乎在国内出版的各种各样的教材评论中很少提及。其实,所谓“人的发展”这一编写教材的原则,也就是我们常说的以学生为中心的教学原则。对以学生为中心的教学原则的贯彻,不是仅局限于课堂教学过程中,而是要体现在整个外语教学的每一环节上,其中当然包括教材编写这一非常重要的环节。

纵观目前已经出版的种目繁多的本科大学英语教材,我们发现一个突出的问题就是使用教材的大学生看成是清一色的整体,认为一套教材能适用所有学生。而事实上,不同英语水平、不同专业方向、不同就业目标的大学生对大学英语教材的需求是不同的。就拿英语水平来说,几乎每一个在校的大学生从小学到高中学习英语约有十年之久,他们之间的英语水平也就有很大差异。我们大学英语教材如何去满足英语水平不同的学生的需要呢?最常见的做法是用一套大学英语教材来满足各种英语水平学生的需要,最多再搞一个预备级来满足英语水平低的学生的需要。在我们看来,这不是以学生为中心的编写原则,而是以教材编写者为中心,不是以教材来适应学生,而是以学生来适应教材。Cunningworth (1995)指出,教材扮演的是一个辅助学习的角色。如同教师一样,教材在学习者和目的语之间,通过提供相应级别或水平的语言来充当一种媒介作用,教材编写者也参与了这个教与学的过程。所以如何针对不同目的语(即英语)水平编写不同的英语教材应当成为教材编写者主要考虑的一个问题,但目前似乎还没有人对这个问题做过详细的研究。

文秋芳在我们引述的文章中进一步指出,教材可以分成三大板块:(1)语言板块;(2)人生观与世界观板块;(3)终生学习与研究能力板块。其中语言板块处于中心地位,其他两个板块的内容必须贯穿于语言板块的始终。因此,如何处理好语言板块成为教材编写的一个核心问题。本教材在处理语言板块时,明确以中、低起点的学生为主要对象,从选材到练习,充分考虑这些学生的实际英语水平和心理特征。

除了在教材难度上充分考虑本教材使用者的目的语的实际水平外,我们还真正把应用性放在第一位,把学生的就业需要充分考虑进去。值得注意的是,虽然在我国目前出版的大学英语教材中都提到“实用”或“应用”,但这些教材往往先考虑人文性,再兼顾应用性。我们在教材编写中,每一单元大致可以分成阅读和应用两大模块,这样从体例上体现了实用性的语言训练和传统的“精读”平分秋色的特色。本书的实用模块涵盖语言功能、场景功能和信息功能。语言功能涉及介绍、邀请、请求、祝贺、约会、建议、拒绝、抱怨、等30多项;场景功能涉及商务电话、商务谈判、演讲、销售等60多个常用场景;信息功能涉及可能性、原因与结果、信息核查与核实、意念对照与比较、表述趋势、信息分类、信息综合、信息切换、信息转化等。此外,本系列教材同时也非常强调对学生实用写作技能和商务技能的训练和提高。实用写作技能涉及预订书信、邀请信、感谢信、旅行报告、演讲、欢迎词、简历、求职信、导游讲解、景点介绍、水单、留言记录表、中西餐菜单、通关表单、通知、海报、新闻稿、E-MAIL、传真、自荐信、留学表单等。商务技能涉及意向书、咨询函、索赔、投诉、祝贺、商务请柬、账单、接受/拒绝工作意向、合同、催款、调研报告、市场分析报告、业绩汇报、祝酒词、开幕词、会议议程、会议记录、贸易等。

语言板块处理好了,这也为文秋芳所说的“人生观与世界观板块”和“终生学习与研究能力板块”的建设奠定了良好的基础。这两个模块体现在以下几方面:

一、着眼学生的学习动机，点燃学生的学习激情

二语习得研究告诉我们，学生的学习动机是外语学习成功与否的一个关键因素。没有学生的学习积极性和主动性，外语学习是不会有成效的。而学生的动机正确与否取决于多方面的因素，教材是否合适是其中一个非常重要的因素，因此，如何激发学生的学习动机是摆在每个教材编写者面前的一个必须解决的问题。

本系列教材的语言模块，语料新颖实用，形式短小，言语生动有趣，练习精当，时代感强，体现很强的实用型、趣味型、情景型、职场型、言语型、文化渗透型等特色。我们阅读课文中，使用“新”、“趣”、“奇”的故事情节，来抓学生的“兴奋点”，燃起他们学习和使用英语的热情。

看一本教材能否激发学生的动机，除了语言材料要为学生喜闻乐见之外，教材还要反映学生的需要。学生的需要有二种，一是将来就业的需要，上面已经讲到，我们教材采用实用型，就是为了解决学生的这一需要；此外，学生还有通过四、六级考试的需要，我们仔细研究四、六级新动向。教材练习的编写体现了四、六级最新题型。

二、注重学生人文精神培养，启迪学生心灵

二语习得研究者指出，在外语学习中，不能把注意力仅仅聚焦到语言形式上，而是在关注语言的同时，还要关注这种语言形式所表达的思想内容。但我国出版的教材几乎完全把提高学生英语能力作为教材编写的出发点和归宿，而把提高学生人文精神看作与己无关的“份外事”。课文分析讲解几乎都集中在语言形式，对课文内容只满足于一般的理解，而不去引导学生深入挖掘课文深层次的含义。

我们认为，如果提高语言能力是编写教材的唯一目的，那么教材中怎么能建造“人生观与世界观”板块呢？事实是，语言离不开文化，语言学习离不开对内容的理解和思想的交流。课文难度越高，表达越复杂，语言、思想和文化的交织程度就越高。因此，到了大学英语教学阶段，如何处理好语言和文化教学是每个教材编写人员都无法避免的问题。我们在教材编写过程中，既重视语言的教学——这包括课文语言点的原句、该句的翻译、句法结构分析、语法分析、生词词义、词性、英文解释、中文词义、举例、词义辨析、习惯语用法，甚至还有修辞技巧分析等，也注重对课文思想内容的深入探讨。比如在第一册的第一单元，阅读课文讲述的是一个美国中学生如何冲破世俗观念，勇敢地为自己理想去奋斗的故事。在该单元中，我们就把实现梦想作为一条主线，听、说和口译活动按这条主线展开。在课文讲解上，我们在教师用书必要的地方还提供了有关课文故事情节的点拨，以期教师可以凭借这些元素帮助学生更深入地理解课文。我们将语言和内容并重，这不仅有利于学生对语言知识的掌握，还能提高学生的人文修养，启迪学生的心灵。

三、充分利用现代科学技术手段，培养学生的自主学习能力

信息技术的发展给我们教材编写者如何利用网络这个平台，给学生创造一个学习和使用语言技能的舞台提出更高的要求，这也是教育部对外语教学的最新精神。本系列教材配套提供的相关网络资源，引导学生学会利用计算机和网络来进行自主性学习。本书部分练习需要学生到指定网站或本书提供的光盘上去搜索、阅读、剪辑、整理相关信息。

我们认为，进行案例式教学，用实用性较强的场景所设计的问题来引导学生学习案例、思考问题、解决问题，有利于以学生为中心的课堂氛围的形成，有利于学生自主学习能力的培养。

华东师范大学 张春柏（院长、教授、博士生导师）

上海交通大学 俞理明（教授、博士生导师）

2012年4月

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Passage 1

快速阅读自查表

阅读和练习建议用时：11分9秒

实际用时：

正确答题数记录：

“What did you dream about last night? Did your teeth fall out or did you fly? Maybe you died or someone you know did. Or maybe you were back in high school and realized suddenly that you were naked. These are among the most common dreams people report,” said Ivy Norris, field director for the Oklahoma School of Metaphysics, “and they all mean something.”

Many dream researchers, Norris included, think that understanding your dreams can lead to significant improvements in your waking life.

“If people know what the symbols represent, then they know what part of themselves they’re running from or what they need to face or need to embrace,” Norris said. For example, dreams of death represent changes in your daily life, as do babies in dreams. Cars in dreams represent the physical body and can indicate health problems. And animals represent habitual behaviors that can be detrimental (有害的) and need changing.

People in dreams represent aspects of the dreamer. People of the opposite sex represent subconscious aspects of the dreamer while people of the same sex represent aspects of the dreamer’s conscious mind with which he or she is more familiar.

Dreams are a universal connection, Norris said, because almost everyone dreams and a “symbolic universal language of mind” applies to anyone at anytime. Many dreams have very specific interpretations. Here are some of the most common dreams and their interpretations or symbolism.

Dreams of flying Dreams of flying represent feelings of freedom that may result from an instance when you overcame a limitation or an obstacle. Usually, children have more flying dreams than adults, Norris said, because children are more open to their possibilities, and adults have often accepted limitations imposed by society.

Teeth falling out Food in a dream is symbolic of knowledge because food

nourishes the physical body and knowledge nourishes the soul. Teeth are a means to break down food or knowledge. When your teeth fall out in a dream, it could signify that you feel ill-equipped to break down the knowledge that you have available, that the way you break things down has changed. That change can be either positive or negative.

High school dreams Either you're woefully (不幸地) unprepared for a big test or you're naked. High school is a place of learning from the past, Norris said, and dreaming of being unprepared for a high school test can indicate a struggle to access information you need to handle in your life.

Being naked in a dream indicates open and honest expression. Clothes represent how we express ourselves and the face we show the public. If your dreaming of nudity (裸体) makes you feel embarrassed, this could mean that you need to work on being more open and honest in your daily life. If your nudity doesn't bother you, you are more comfortable with your self-expression.

Recurring dreams and nightmares Recurring dreams are your subconscious mind's way of trying to get your attention. A recurring dream is a step down from a nightmare and is a louder, more insistent way your subconscious mind communicates. If you have a recurring dream, Norris recommends trying to stop in the dream and identify what the dream is trying to tell you. That could mean asking someone who is chasing you what he or she wants as in the case Norris recalls a woman who dreamed for years that an old, haggard (憔悴的) woman was chasing her around her home. When she finally stopped in the dream and asked the old woman what she represented, the old woman suddenly turned into a beautiful young woman and replied, "I represent your question of 'what if?'"

(Words: 613)

Fill in the blanks according to the passage.

1. Many dream researchers believe that if people know the meanings of their dreams, it can lead to _____ in their waking lives.
2. Usually, children have more flying dreams than adults, because children are more _____, and adults have often _____ imposed by society.
3. Teeth are a tool to digest food or knowledge. When your teeth fall out in a dream, it could indicate that you feel _____ to digest the knowledge you have available.
4. High school is a place of _____, and dreaming of being unprepared for a high school test can signify a struggle to _____ you need to handle in your life.
5. If you feel _____ when you dream of yourself being nude, this could mean that you need to be more _____ in your daily life.
6. Recurring dreams are your _____ way of trying to _____.

Passage 2

快速阅读自查表

阅读和练习建议用时: 10分54秒

实际用时:

正确答题数记录:

Mention the history of the Internet to a group of people, and chances are someone will make a snarky comment about Al Gore claiming to have invented it. Gore actually said that he “took the initiative in creating the Internet”. He promoted the Internet’s development both as a senator and as vice president of the United States. So how did the Internet really get started? Believe it or not, it all began with a satellite.

It was 1957 when the then Soviet Union launched Sputnik, the first man-made satellite. Americans were shocked at the news. The Cold War was at its peak, and the United States and the Soviet Union considered each other enemies. If the Soviet Union could launch a satellite into space, it was possible it could launch a missile (导弹) at North America.

President Dwight D. Eisenhower created the Advanced Research Projects Agency (ARPA) in 1958 as a direct response to Sputnik’s launch. ARPA’s purpose was to give the United States a technological edge over other countries. One important part of ARPA’s mission was computer science.

In the 1950s, computers were enormous devices that filled entire rooms. They had a fraction of the power and processing ability you can find in a modern PC. Many computers could only read magnetic tape or punch cards, and there was no way to network computers together.

ARPA aimed to change that. It enlisted (获得) the help of the company Bolt, Beranek and Newman (BBN) to create a computer network. The network had to connect four computers running on four different operating systems. They called the network ARPANET.

Without ARPANET, the Internet wouldn’t look or behave the way it does today—it might not even exist. Although other groups were working on ways to network computers, ARPANET established the protocols used on the Internet today. Moreover, without ARPANET, it may have taken many more years before

anyone tried to find ways to join regional networks together into a larger system.

In 1973, engineers began to look at ways to connect ARPANET to the packet radio network (PRNET). A packet radio network connects computers through radio transmitters and receivers. Instead of sending data across phone lines, the computers use radio waves. It took three years, but in 1976 engineers successfully connected the two networks.

Technicians joined the Satellite Network (SATNET) to the other two networks in 1977. They called the connection between multiple networks inter-networking, or the Internet for short. Other early computer networks soon joined. They included USENET, BITNET, CSNET and NSFNET.

In 1990, Tim Berners-Lee developed a system designed to simplify navigation (导航) on the Internet. In time, this system became known as the World Wide Web. It didn't take long for some people to mistakenly identify the Internet and the Web as the same thing. The Internet is a global interconnection of computer networks; the World Wide Web is a way to navigate this massive network. In sailing terms, it's like comparing an ocean to a ship.

Most early Internet users were government and military employees, graduate students and computer scientists. Using the World Wide Web, the Internet became much more accessible. Colleges and universities began to connect to the Internet, and businesses soon followed. By 1994, Internet commerce had become a reality.

Today, the Internet is more complex than ever. It connects computers, satellites, mobile devices and other gadgets (小机械) together in a massive network millions of times more intricate than the original ARPANET. And to think, we owe it all to a silver beeping ball that once orbited miles above the Earth's surface.

(Words: 600)

Please choose the best answer to each of the following questions.

1. According to the passage, AL Gore _____.
 - A. was the first user of Internet
 - B. created the Advanced Research Projects Agency
 - C. was in charge of ARPA
 - D. promoted the development of the Internet as vice president of America
2. It can be inferred from the passage that _____.
 - A. the former Soviet Union launched a man-made satellite earlier than America
 - B. the former Soviet Union launched a missile at North America
 - C. the former Soviet Union won the Cold War
 - D. American was hit by Sputnik
3. The word "edge" in Line 3, Para. 3 is closest in meaning to _____.
 - A. advantage
 - B. side
 - C. admission
 - D. sharp cut
4. From the passage we know that _____.
 - A. the Internet and the World Wide Web are two names for the same thing
 - B. the Internet can provide navigation for a ship
 - C. the World Wide Web refers to all the computers connected to the Internet
 - D. the World Wide Web is a system to help navigate on the Internet
5. The purpose of the passage is to introduce _____.
 - A. how the Internet got started
 - B. who invented the Internet
 - C. where the Internet was created
 - D. whether the early Internet was free for businessmen