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# 英语读写教程

下册

● 郝振甫 主编

● 黄大立 王才美 程世禄 陆魁秋

ADVANCED  
ENGLISH  
READING  
AND  
WRITING

外语教学与研究出版社

. ADVANCED ENGLISH  
READING AND WRITING  
英 语 读 写 教 程

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郝振甫 主 编  
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## 前 言

《英语读写教程》是吸收近年来国内外英语教科书的长处，结合我国学生学习英语的实际情况，本着补遗、深化、充实、提高的原则编写的一套高层次的英语综合通用教材，并配备关语录音磁带，朗读速度与大学英语四、六级考试听力速度相同。

本书可供大专院校非英语专业二、三年级学生、师范院校英语专业二、三年级学生、文理科研究生，和其他英语爱好者学习使用。学完这套教材，有助于全面提高学生的听、说、读、写的能力，尤其是有利于培养学生较强的阅读能力，较好地提高学生的写作能力和听力。

《英语读写教程》分上、下两册，上册 14 课，每课 6 学时，下册 12 课，每课 7 学时，两册约需 180 学时，可在一学年内教完。

每课由四个部分组成：1. 语言知识；2. 练习；3. 补充读物；4. 写作。

语言知识包括课文、注释和语法结构要点。课文全部选自美英原著，长度在 800 词至 2000 词之间，未作任何文字修改，以便让学生学习地道的英语。选材文体多样，内容广泛，富于知识性、故事性和趣味性，充满人生哲理。注释全部使用英语，含语言难点和背景知识。在语法结构要点中，对课文里出现的重要语言现象和修辞手段，加以补遗、深化、充实、提高，以利于学生更加系统地掌握和巩固已经学过的语言知识。

练习包括阅读理解、词汇、语法、改错、完形填空等多种形式，采用大学英语四、六级考试的同类题型，有助于培养学生的阅读理解能力，扩大学生的词汇量，训练和检测学生综合

运用语言的能力，对于参加大学英语四、六级统考的学生是有帮助的。总之，本书练习形式多样，份量较大，教师可以根据学生的实际情况选择使用。

补充读物同样选自美英原著，与课文长度之比为1:1，以便提高学生的语言感性知识，不断增加词汇量。考虑到篇幅的限制，只编排了正误练习，以便检查学生的理解程度。教师可以根据教学需要，将补充读物用作快速阅读训练。

写作是本书的特色之一。作者按照循序渐进的原则，系统地、深入浅出地介绍了二十多项写作知识和写作技巧，把读与写融为一体，有助于培养学生的表达能力。对于参加大学英语四、六级统考的学生、对于参加 TOEFL、EPT 等考试的同志很有帮助。

湖南师范大学外语系刘重德教授审阅了全书。参加审阅工作的还有美籍教师 Susan Skillman, Christopher Lewis, Maxine Ritter, 我们在此表示衷心的感谢。

由于我们水平有限，书中不尽人意处在所难免，诚恳欢迎使用本书的同志们批评指正，以便再版时修改。

编 者

一九九〇年六月

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# Lesson One

## Two Truths to Live By

*Alexander M. Schindler*

The art of living is to know when to hold fast and when to let go. For life is a paradox: it enjoins us to cling to its many gifts even while it ordains their eventual relinquishment. The rabbis of old put it this way : "A man  
5 comes into this world with his fist clenched, but when he dies, his hand is open."

Surely we ought to hold fast to life, for it is wondrous, and full of a beauty that breaks through every pore of God's own earth. We know that this is so, but all too often we recognize this truth only in our backward glance when we remember what was and then suddenly realize that it is no more.

We remember a beauty that faded, a love that waned. But we remember with far greater pain that we did not see  
15 that beauty when it flowered, that we failed to respond with love to love when it was tendered.

A recent experience re-taught me this truth. I was hospitalized following a severe heart attack and had been in intensive care for several days. It was not a pleasant place.

20 One morning, I had to have some additional tests. The required machines were located in a building at the opposite end of the hospital, so I had to be wheeled across the courtyard on a gurney.

As we emerged from our unit, the sunlight hit me.  
25 That's all there was to my experience. Just the light of the sun. And yet how beautiful it was— how warming, how sparkling, how brilliant!

I looked to see whether anyone else relished the sun's golden glow, but everyone was hurrying to and fro, most  
30 with their eyes fixed on the ground. Then I remembered how often I, too, had been indifferent to the grandeur of each day, too preoccupied with petty and sometimes even mean



concerns to respond to the splendor of it all.

35 The insight gleaned from that experience is really as commonplace as was the experience itself: life's gifts are precious—but we are too heedless of them.

Here then is the first pole of life's paradoxical demands on us: Never be too busy for the wonder and the awe of life. Be reverent before each dawning day. Embrace each hour.  
40 Seize each golden minute.

Hold fast to life --- but not so fast that you cannot let go. This is the second side of life's coin, the opposite pole of its paradox: we must accept our losses, and learn how to let go.

45 This is not an easy lesson to learn, especially when we are young and think that the world is ours to command, that whatever we desire with the full force of our passionate being can, nay will, be ours. But then life moves along to confront us with realities, and slowly but surely this second truth  
50 dawns upon us.

At every stage of life we sustain losses—and grow in the process. We begin our independent lives only when we emerge from the womb and lose its protective shelter. We enter a progression of schools; then we leave our mothers and  
55 fathers and our childhood homes. We get married and have children and then have to let them go. We confront the death of our parents and our spouses. We face the gradual or not so gradual waning of our own strength. And ultimately, as the parable of the open and closed hand suggests, we must  
60 confront the inevitability of our own demise, losing ourselves as it were, all that we were or dreamed to be.

But why should we be reconciled to life's contradictory demands? Why fashion things of beauty when beauty is evanescent? Why give our hearts in love when those we love will  
65 ultimately be torn from our grasp?

In order to resolve this paradox, we must seek a wider perspective, viewing our lives as through windows that open on eternity. Once we do that, we realize that though our lives are finite, our deeds on earth weave a timeless pattern.

70 Life is never just a being. It is a becoming, a relentless

flowing on. Our parents live on through us, and we will live on through our children. The institutions we build endure, and we will endure through them. The beauty that we fashion cannot be dimmed by death. Our flesh may perish, our  
75 hands will wither, but that which they create in beauty and goodness and truth lives on for all time to come.

Don't spend and waste your lives accumulating objects that will only turn to dust and ashes. Pursue not so much the material as the ideal, for ideals alone invest life with meaning  
80 and are of enduring worth.

Add love to a house and you have a home. Add righteousness a city and you have a community. Add truth to a pile of red brick and you have a school. Add religion to the humblest of edifices and you have a sanctuary. Add justice to  
85 the far-flung round of human endeavor and you have civilization. Put them all together, exalt them above their present imperfections, add to them the vision of humankind redeemed, forever free of need and strife, and you have a future lighted with the radiant colors of hope.

### Notes to the passage

1. About the author — Alexander M. Schindler is President of the Union of American Hebrew Congregations. This article is excerpted from his commencement address at the University of South Carolina in May 1987. In his address, he gives a philosophical account of life and advises people to hold fast to life by embracing each hour and seizing each golden minute, but he dwells on life from religious viewpoints.
2. Life is a paradox. — Life is self-contradictory. paradox: a statement seemingly self-contradictory but in reality expressing a possible truth.

"More haste, less speed" is a *paradox*.

It's a *paradox* that in such a rich country there should be many poor people.

*Paradoxically* (adv.) enough, the faster he tried to finish,

the longer it seemed to take him.

3. It enjoins us to cling to its many gifts even while it ordains their eventual relinquishment ——— Life instructs us to hold tight its many gifts even though life commands these gifts to disappear eventually. *while* (conj. ): although, even though, introducing a concessive adverbial clause showing something different. For other uses of *while*, refer to Lesson Two, Book One.

4. the rabbis of old ——— the spiritual leaders of a Jewish congregation in the past.

5. put it this way ——— to express it in words this way.

She is — how shall I put it? — not exactly fat, but rather well-built for her age.

6. break through ——— to be successful after overcoming a difficulty.

At half past eleven the sun *broke through* dark clouds, beginning to dry at last the heavy dew on the grass.

Our troops had little difficulty in *breaking through* the enemy's line.

7. all too often ——— more often than is desired.

He exceeded the speed limit *all too often* and thus was fined \$ 50.

During foggy weather the trains are *all too often* late.

8. be wheeled on a gurney ——— to be moved or pushed along in a wheeled vehicle.

Please *wheel* the cart over to the checkout counter.

The refrigerator can be *wheeled* to the right corner of the room.

9. Just the light of the sun. ——— “it was ” is omitted.

10. Here is the first pole of life's paradoxical demands on us ——— Here is the one side (end) of self-contradictory demands life makes on us.

11. second side of life's coin ——— opposite truth of life

12. nay ——— not only so but also (used for adding something stronger or more exact to what has been said). It is not often used in modern English.

I think, *nay* I firmly believe that he is a very honest man.

There are many good, *nay*, noble qualities in her.

- All of us are willing, nay eager to go to Beijing for a visit.
13. dawn upon (on) ---- to become suddenly clear to (someone)  
 It *dawned on* them that they might be cut off by the tide which destroyed the railway line.  
 The implication of what he had said suddenly *dawned on* her.
14. reconcile to ---- to have to accept something unpleasant  
 He *reconciled* himself cheerfully *to* a modest livelihood in a small country town.  
 She couldn't easily be *reconciled to* the prospect of a falling income.  
 For "reconcile ... with", see Notes 13, in Book I.
15. Why fashion things of beauty when beauty is evanescent? ----  
 Why (do we) make beautiful things when beauty is soon disappearing?
16. enduring worth ---- lasting value

### Grammatical and structural points

1. Notice the following sentences taken from the passage:  
 A man comes into this world *with his fist clenched*.  
 Everyone was hurrying to and fro, most *with their eyes fixed on the ground*.  
 Some English grammarians think that the above italicized parts are a form of absolute construction made up of "with+phrase". This kind of phrase may consist of (1) with + noun (or pronoun) + present participle; (2) with + noun (or pronoun) + past participle; (3) with + noun (or pronoun) + adjective / adverb, and can be used as adjunct in a sentence, indicating "accompaniment, cause or condition."
- (A) Accompaniment  
 He stood there to look at the oil painting, *with his arms akimbo*.  
 The children were watching the acrobatic show, *with their eyes wide open*.  
 A few yards off lay a cowboy upon his back, *with his*

*knees in the air, with his hands crossed behind his head.*

The boy told the class a sad story about his father *with tears sparkling in his eyes.*

**(B) Cause**

She felt more uneasy *with a young man staring at her.*  
*With the weather stuffy,* people had to eat dinner outdoors.

**(C) Condition**

The Tian Anmen Rostrum will look more magnificent than ever *with all lights on.*

Students will leave the classroom *with their compositions done.*

What will become of Miss Mary, *with her mother and father gone so soon.*

2. "And ultimately, *as the parable of the open and closed hand suggests,* we must confront the inevitability of our demise."

The above italicized part is a non-restrictive relative clause introduced by relative pronoun "as". Unlike restrictive relative clauses, the 'as-clause' does not define its antecedent, but merely gives some more information to the main clause. It may appear at the beginning of a sentence as is shown in the above-quoted sentence, or in the middle, or at the end.

Further examples:

*As he points out,* life moves along to confront us with realities, and this second truth dawns upon us slowly but surely.

*As is known to everybody,* life's gifts are precious, but we are all too often heedless of them.

*As is often the case,* we recognize this truth only in our backward glance when we remember what it was.

This machine, *as might be recently expected,* is of great use to us in fulfilling our production plan.

Though our lives are finite, our deeds on earth weave a timeless pattern, *as has been explained in the preceding paragraph.*

3. It is common knowledge that an adverbial clause of condition is usually introduced by subordinate conjunctions "if" or "unless". For example:

*If you work for a definite aim, you'll weave your deeds on earth into a timeless pattern.*

*We cannot respond to the splendor of life unless we embrace each hour and seize each golden minute.*

However, some coordinate sentences also implies a sense of condition. An example of this is the following sentences.

*Add love to a house and you have a home. (If you add love to a house, you have a home.)*

*Add justice to the far-flung round of human endeavor and you have civilization.*

*Study hard, work well and think of others before yourself, and you'll have a future lighted with the radiant colors of hope.*

*Go and see for yourself, you'll never regret it. (If you do it at once, you will never regret it.)*

*Do it at once, you'll feel greatly astonished at their achievements. (If you go and see for yourself, you'll feel greatly astonished at their achievements.)*

## E X E R C I S E

### 1. Reading comprehension

Circle the best choice to complete the following unfinished statements or questions:

- The main idea of this passage is that \_\_\_\_\_.
  - a man who comes into the world knows how to live better
  - everyone should be good at appreciating his or her own life without coveting
  - everyone must appreciate his radiant future free of need.
  - a man should seek a wider perspective through open windows
- The truth the author learned through his recent experience is that \_\_\_\_\_.
  - the hospital is not a pleasant place

- B. sunlight is warm, sparkling and brilliant
  - C. life is never just a being, but a relentless flowing on
  - D. people usually pay no heed to life's "wonders" that are of great value
3. Which of the following inevitabilities of life in general is not mentioned in the passage?
- A. Emerging from the womb and losing its protective shelter.
  - B. Being bride and bridegroom and giving birth to offspring.
  - C. Confronting the death of one's parents and one's husband or wife.
  - D. Making love to opposite sex.
4. In this passage, "the second side of life's coin", in fact, refers to \_\_\_\_\_.
- A. never being infatuated with fame and gain
  - B. looking for a wider civilization
  - C. understanding and accepting loss
  - D. conciliating the contradictions of life
5. According to natural law, man must die, but \_\_\_\_\_.
- A. life moves along to face us with passionate love
  - B. our deeds in the world will be revered at a certain period of time by generations to come
  - C. the beauty, goodness and truth which we create will never disappear
  - D. both A and B
6. "Accumulating objects that will only turn to dust and ashes" alludes to \_\_\_\_\_.
- A. removing something dirty from the objects
  - B. pursuing something which has no enduring worth
  - C. changing dust and ashes into precious objects
  - D. being indifferent to the splendor of life
7. The implication of the word "paradox" in the passage means \_\_\_\_\_.
- A. we fashion things of beauty though beauty is evanescent
  - B. the beauty that we fashion can be dimmed by death
  - C. something that we create in beauty lives on from all time to come
  - D. ideals alone invest life with meaning
8. At the end of the passage, the author wishes that \_\_\_\_\_.

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- A. everyone should have a kind heart toward others
  - B. people should add what they could do in their power to civilization
  - C. life will be rewarded by success if you are earnest
  - D. a bright future will belong to the man who just unites all the humble together
9. Which of the following statements is an appropriate expression of the title of the passage?
- A. Gain inspirations from the sunlight and you have a future lighted with the radiant colors of hope.
  - B. Never be too busy for the wonder and the awe of life.
  - C. Accept one's losses willingly and completely.
  - D. Life is wondrous but we should learn how to let go.
10. The tone of this passage is \_\_\_\_\_.
- A. serious and thought-provoking
  - B. humorous and satirical
  - C. enlightened and philosophical
  - D. sentimental and optimistic

## II. Vocabulary practice

### A. Choose the best synonyms or phrases for the italicized words:

1. The fire fighters *enjoined* the onlookers to stand clear of the building on fire.
 

|              |             |
|--------------|-------------|
| A. censured  | B. directed |
| C. persuaded | D. wanted   |
2. Parents are sometimes reluctant to *relinquish* the influence they have on their children.
 

|              |           |
|--------------|-----------|
| A. give off  | B. ordain |
| C. let go of | D. notice |
3. As its headmaster *wanes* in strength and health, the school has started to wane in reputation.
 

|           |             |
|-----------|-------------|
| A. wastes | B. thrives  |
| C. dims   | D. dwindles |
4. The *demise* of that dishonest company has brought no tears to the eyes of the ordinary people.
 

|         |             |
|---------|-------------|
| A. form | B. collapse |
|---------|-------------|



- C. indifference                      D. relation
5. The old engineer had *accumulated* a great deal of experience in civil engineering during his lifetime.  
A. collected                      B. grown  
C. seized                      D. clenched
6. I was hospitalized following a severe heart *attack* and had been in *intensive* care for several days.  
A. disease ... frequent              B. seizure ... concentrated  
C. suffering ... relentless              D. occurrence ... radiant
7. It's a *paradox*, but the older she gets the more active she is.  
A. truth                      B. congruity  
C. contradiction              D. absurdity
8. He told me about the *grandeur* of the royal palace he had visited in Nepal.  
A. magnificence                      B. excellence  
C. eminence                      D. importance
9. The *insight* gleaned from that experience is really as commonplace as was the experience itself.  
A. recognition ... found  
B. judgment ... required  
C. perception ... gathered  
D. penetration ... preoccupied
10. His cabinet is often at *strife*, and this has left a passive influence on the development of the country.  
A. conflict between rivals  
B. contest among ministers  
C. religion between mourners  
D. institution among writers

**B. Find single words in the passage which have roughly the following meanings:**

- \_\_\_\_\_ 1. a feeling of respect mixed with fear and wonder  
\_\_\_\_\_ 2. duration without beginning or end  
\_\_\_\_\_ 3. to become reduced in size, color, etc.  
\_\_\_\_\_ 4. a short story designed to convey a truth or a moral lesson