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英语读写教程

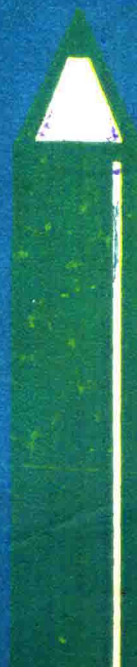
上册

● 郝振甫 主编

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ADVANCED ENGLISH READING AND WRITING

外语教学与研究出版社



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英语读写教程
(上册)

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前

《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，并配备英语录音磁带，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。课文全部选自英美原著，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。

为了方便老师使用本书，我们另外编印了教师用书供教学参考。

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。

西安医科大学邵循道教授对本书的总体设计和编写指导原则曾提出许多宝贵的建议。华西医大温绍仪副教授、同济医大田书桐、邓秀琼副教授，西安医大张俊彦副教授都为本书的选材和编写给予很大的支持。对于他们的帮助和支持，我们在此深表谢意。

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

The Marks of an Educated Man

Nicholas Murray Butler

A question often asked is: "What are the marks of an educated man?" It is plain that one may gain no inconsiderable body of learning in some special field of knowledge without at the same time acquiring those habits and traits which are the marks of an educated gentleman. A reasonable amount of learning must of course accompany an education, but, after all, that amount need not be so very great in any one field. An education will make its mark and find its evidences in certain traits, characteristics, and capacities which have to be acquired by patient endeavor, by following good example, and by receiving wise discipline and sound instruction.

These traits or characteristics may be variously described and classified but among them there are five that should always stand out clearly enough to be seen of all men.

15 The first of these is correctness and precision in the use of the mother tongue. The quite shocking slovenliness and vulgarity of much of the spoken English, as well as not a little of the written English, which one hears and sees proves beyond peradventure that years of attendance upon schools and colleges that are
20 thought to be respectable have produced no impression. When one hears English well spoken, with pure diction, correct pronunciation, and an almost unconscious choice of the right word, he recognizes it at once. How much easier he finds it to imitate English of the other sort!

25 A second and indispensable trait of the educated man is refined and gentle manners, which are themselves the expression of fixed habits of thought and action. "Manners makyth the man," wrote William of Wykeham over his gates at Winchester and at Oxford. He pointed to a great truth. When manners are superficial, artificial, and forced, no matter what their form, they are
30 bad manners. When, however, they are the natural expression of fixed habits of thought and action, and when they reveal a refined

and cultivated nature, they are good manners. There are certain things that gentlemen do not do, and they do not do them simply because they are bad manners. The gentleman instinctively knows the difference between those things which he may and should do and those things which he may not and should not do.

A third trait of the educated man is the power and habit of reflection. Human beings for the most part live wholly on the surface of life. They do not look beneath that surface or far beyond the present moment and that part of the future which is quickly to follow it. They do not read those works of prose and poetry which have become classic because they reveal power and habit of reflection and induce that power and habit in others. When one reflects long enough to ask the question how?, he is on the way to knowing something about science. When he reflects long enough to ask the question why?, he may, if he persists, even become a philosopher.

A fourth trait of the educated man is the power of growth. He continues to grow and develop from birth to his dying day. His interests expand, his contacts multiply, his knowledge increases, and his reflection becomes deeper and wider. It would appear to be true that not many human beings, even those who have had a school and college education, continue to grow after they are twenty-four or twenty-five years of age. By that time it is usual to settle down to life on a level of more or less contented intellectual interest and activity. The whole present-day movement for adult education is a systematic and definite attempt to keep human beings growing long after they have left school and college, and, therefore, to help educate them.

A fifth trait of the educated man is his possession of efficiency, or the power to do. The mere visionary dreamer, however charming or however wise, lacks something which an education requires. The power to do may be exercised in any one of a thousand ways, but when it clearly shows itself, that is evidence that the period of discipline of study and of companionship with parents and teachers has not been in vain.

Given these five characteristics, one has the outline of an educated man. That outline may be filled in by scholarship, by literary power, by mechanical skills, by professional zeal and ca-

capacity, by business competence, or by social and political leadership. So long as the framework or outline is there, the content may be pretty much what you will, assuming, of course, that the fundamental elements of the great tradition which is civilization, 75 and its outstanding records and achievements in human personality, in letters, in science, in the fine arts, and in human institutions, are all present.

Notes to the passage

1. The author of this essay—— Nicholas Murray Butler, President of Columbia University, analyses the traits of an educated man.

2. body ——(a) a large amount: a body of information

A considerable *body* of data on geology in this region is available in the library.

The oceans are large *bodies* of water.

(b) a number of people who do something together in a planned way

The Governing *body* of the University meets every Friday.

3. but among them there are five that should always stand out clearly enough to be seen of all men. ——*that-clause* modifies five; of all men = by all men.

The model worker is beloved *of all men* who know him. = loved by all men.

4. beyond peradventure——beyond / without doubt.

5. which are themselves expression of fixed habits——refined and gentle manners are represented by fixed habits of thought and action.

6. fixed habit——unchanged practice in doing something, fixed = unchanged.

He has very *fixed* ideas on this subject.

She was embarrassed by his *fixed* stare.

7. William of Wykeham (1324–1404)——English bishop and statesman. He was lord chancellor(1367–1371) and (1389–1391), and founded New College, Oxford (1379) and Winchester College at Winchester (1382). “Manners makyth the man.” means “Manners makes a good man.” “makyth”, archaic for “makes”, meaning “cause somebody to become...”

8. no matter what their form——whatever their form may be (take)
9. for the most part——in general; mostly; generally
European countries are, *for the most part*, tired of war. = Most European countries are tired of war.
10. settle down to life ——to live a quiet, regular life
11. in vain——without getting the desired result
12. the content may be pretty much what you will, assuming, that...
——Pay attention to the following points:
 - (a) pretty much ——very much; very nearly
 - (b) what you will ——a noun clause used predicatively in the sentence. "will", used as a transitive verb, meaning "to determine by choice."
The separation between the husband and the wife was *willed*, not forced.
Whatever he *wills*, he is likely to accomplish.
 - (c) assuming——supposing something to be true.

Grammatical and structural points

1. "How much easier he finds it to imitate English of the other sort!"
In this sentence, the antecedent "it" is the object, and the real object of the verb "finds" is the infinitive construction, i. e. "to imitate English of the other sort." The word "easier" is the object complement. Other examples are shown below:
I consider it necessary to acquire those good manners.
We deem it essential to hear Americans speak English as much as possible.
I felt it my duty to help those who are less advanced in their studies catch up.
He found the question quite difficult to answer in a few words.
All these worries made it impossible for her to have a good sleep at night.
2. The following infinitive constructions are often used as an adverbial of result.
 - (a) enough to ...
Laura seems bright *enough to rise* to the top of her position.
There are five that should always stand out clearly *enough to be seen* of all men.

He didn't jump high *enough to* win a prize.

She is old *enough to* travel by herself.

He was tall *enough to* see over the heads of the other people.

(b) *so...as to* ...

He was *so* foolish *as to* leave his car unlocked.

Would you be *so* kind *as to* forward my letters?

(c) *only to* ...

He made a long speech *only to* show himself off.

He returned home in a hurry *only to* find that his father had already passed away.

(d) *too...to* ...

He was far *too* absorbed in his task *to* appreciate fully the scene around him.

His health is *too* poor *to* stand such a heavy burden in life.

The light is *too* dim for him *to* read by.

(e) *such as to* ...

The present economic situation is *such as to* call for our immediate attention.

His kindness in giving us as much help as he could while we stayed there was *such as to* make us all love him.

His quarrel with his brother about the property is not *such as to* be easily settled.

3. "Given these five characteristics, ..." a participial phrase performing the function of a conditional clause, means "if he is given these five characteristics..." "given" : if one is provided with...

Given the same treatment again, he is sure to get well.

He'll make remarkable progress, *given the same help with his lessons*.

EXERCISE

I. Reading comprehension

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

1. What is the main idea of the entire essay expressed?
A. An educated knowledge

- B. The quality of an educated person
 C. The education of an educated person
 D. An educated man's outline
2. Only by acquiring those habits and characteristics can he gain _____ learning in some special field of knowledge.
 A. considerable amount of B. inconsiderable body of
 C. no considerable body of D. a considerable amount of
3. The ways the author analyzed in the essay are essential for an educated man to acquire certain traits. The exception is _____.
 A. making patient endeavor
 B. following good examples
 C. travelling all over the world
 D. receiving wise discipline and sound instruction
4. _____ will find its evidences in certain traits.
 A. Human personality B. Good manners
 C. Education D. Habits of reflection
5. Which one of the following traits is not indispensable for an educated man?
 A. Gentle manners. B. Fixed way of life.
 C. Fixed habits. D. Gentle action.
6. When manners are superficial, artificial, and forced, they are _____ manners.
 A. Good B. bad
 C. cultivated D. fixed
7. A third trait of the educated man is the power _____.
 A. to think deeply and carefully
 B. to live on the surface of life
 C. to look beneath the surface of life
 D. to read classic works of prose and poetry
8. Not many human beings, even with the background of school and college education, continue to grow after they are twenty-four or twenty-five years of age because _____.
 A. they do not multiply their contacts
 B. they do not expand their interests
 C. they are satisfied with their knowledge
 D. they settle down to a contented life
9. A fifth trait of the educated man is _____.

- A. the power to dream well
 - B. the power to work well
 - C. the power to show well
 - D. the power to cultivate well
10. The essay says that one has the outline of an educated man if he possesses the five traits. "Outline" in the passage means _____.
- A. scholarship, literary power and skills
 - B. power to grow and power to think
 - C. appearance of the great tradition and its outstanding achievements
 - D. professional zeal and capacity

II. Vocabulary practice

A. Choose the best synonyms for the italicized words:

1. The mere *visionary* dreamer, however charming or however wise, lacks something which an education requires.
 - A. romantic
 - B. idealistic
 - C. optimistic
 - D. hopeful
2. Certain traits, characteristics, and capacities have to be acquired by *patient* endeavor.
 - A. suffering
 - B. sick
 - C. persevering
 - D. enduring
3. That outline may be filled in by scholarship, by literary power, by mechanical skills, by professional zeal and capacity or by business *competence*.
 - A. proficiency
 - B. stability
 - C. competition
 - D. ability
4. An indispensable trait of the educated man is *refined* and gentle manners.
 - A. well-balanced
 - B. cultivated
 - C. pure
 - D. clarified
5. His interests *expand*, his contacts multiply, his knowledge increases, and his reflection becomes deeper and wider.
 - A. widen
 - B. continue
 - C. last
 - D. expend
6. When he reflects long enough to ask the question why, he

may, if he *persists*, even become a philosopher.

- A. remain B. live
C. continue D. stay

7. They do not read those works of prose and poetry because they *reveal* power and habit of reflection and induce that power in others.

- A. show B. revive
C. appear D. acquire

8. The gentleman *instinctively* knows the difference between those things which he should do and those things which he should not do.

- A. possibly B. definitely
C. consciously D. innately

9. Everyone in the socialist country ought to become a *respectable* citizen.

- A. accepted B. educated
C. respected D. admired

10. Such an attitude taken by Helen Keller, one of the most *out-standing* writers of the world, would be welcome.

- A. refined B. prominent
C. superficial D. efficient

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

- _____ 1. to go along with
_____ 2. indecorum
_____ 3. fairly good
_____ 4. to follow the pattern of
_____ 5. showing good education and manners
_____ 6. to bring about
_____ 7. to have less than enough of
_____ 8. to take for granted
_____ 9. to train the mind of
_____ 10. to think carefully

C. Copy the following sentences and fill in the blanks with suitable words or phrases from the passage:

1. It is plain that one may gain no inconsiderable body of learn-

- ing _____ at the same time acquiring those habits and traits.
2. An education will make its _____ and find its _____ in certain traits, characteristics, and capacities which have to be acquired _____ wise discipline and _____ instruction.
 3. The first of these is correctness and precision in the _____ of the mother tongue.
 4. Years of attendance _____ schools and colleges that are thought to be _____ have produced no impression.
 5. _____ manners are superficial, artificial and forced, no matter _____ their form, they are bad manners.
 6. When they _____ a refined and cultivated _____, they are good manners.
 7. It would appear to be _____ that not many human beings, even those who had a school and college education, will have _____ and possess _____.
 8. The continuing education for adults is _____ attempt to keep human beings _____ long after they have left school and college.
 9. So long as the framework is there, the content may be pretty much what you will, assuming that _____ and _____ are all present.
 10. When the power to do clearly _____ in any one of a thousand ways, the period of discipline of study and of companionship with parents and teachers has not been _____.

III. Grammar exercise

- A. Complete the following sentences with one of the given infinitive constructions:

-
- a. to have made outstanding achievements in this experiment
 - b. to attend schools and colleges
 - c. to receive a systematic continuing education
 - d. to increase one's knowledge
 - e. to imitate English of the other sort
 - f. to invite you to a dinner in one's home on Christmas Eve
 - g. to increase the prices for some commodities

- h. to learn good manners
- i. not to stay in a five-star hotel
- j. to be trained as top-level technicians and engineers

1. We found it necessary for us...
2. I felt it an honor ...
3. This plan made it possible for young girls...
4. It was considered disgraceful for Mr. Smith ...
5. The government thought it fit...
6. As a matter of fact, we see it practical for adults...
7. She deemed it important...
8. People regarded it cultivated for girls...
9. We think it indispensable for an educated man...
10. He declared it beyond doubt...

B. Rewrite the following sentences by using *too ... to*, or *so ... as to*, or *only to ... instead of enough to* :

1. He didn't reflect long enough to ask a good question.
2. The room is not large enough to hold so many people.
3. What he said is not vulgar enough to be disrespectful.
4. This book is not easy enough for children to read.
5. They didn't get up early enough to catch the seven-thirty train.
6. He is not tall enough to reach the books on the top of the shelf.
7. He didn't train regularly enough to keep fit for study and work.
8. She was weak enough to be unable to do the work independently.
9. He felt puzzled enough to be unable to answer this question well.
10. They lifted a rock to drop it on others' feet.

IV. Error correction:

Directions: In this passage there are altogether 10 mistakes, one in each italicized part. You may have to add a word, delete a