

大学英语 阅读与写作 (3)

程中文 主编 陈意含 副主编

中南工业大学出版社

大学英语阅读与写作(3)

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前 言

在大学英语教学中,由于教材及教学法等方面存在的问题,部分学生对阅读课不感兴趣,对写作课的重要性认识不足,致使阅读能力跟不上,写作水平上不去,教师也对上阅读课感到棘手。根据这些情况,我们对阅读课进行了一些改革,提出了把阅读课与写作课结合进行的设想,经过试验,大大提高了教师及学生对阅读课的兴趣。正是在这个基础上,我们编写了这套《大学英语阅读与写作》教材1~4册,供1~4级的学生使用。

本教材第1(Book One)和第2册(Book Two)的重点放在提高学生的阅读能力、扩大词汇量和拓宽知识面等方面,配备了Guessing the meaning of the word, True/False和Multiple Choice等练习。第3册(Book Three)和第4册(Book Four)的练习在第1、2册的基础上,增加了写作技巧和写作练习。其中第3册的写作重点放在段落写作上,第4册的写作重点放在篇章写作上。这样安排的原因主要是考虑到各种精读教材的第1、2册的有关写作的内容均放在短语和单句的翻译上,故本教材第1、2册未再编写写作练习,而将第3册的写作放在段落写作上;第4册则放在篇章的写作上。这样,可使该教材与各类精读教材配套使用,同步进行,便于教学。写作练习可在课内进行,也可作为课外作业进行。

本教材的选材力求做到内容新颖,题材广泛,体裁多样,知识性和趣味性并重,所有文章均选用原文。为方便教学,专为教师配备了练习参考答案和范文。

本教材由湖南大学和中南工业大学合作编写,其中第1、3册由中南工业大学外语系程中文副教授担任主编,湖南大学冯梅、陈意含分别担任副主编;第2、4册分别由陆魁秋副教授、熊金才担任主编,中南工业大学程中文担任副主编。参加本套教材编写的人员还有:李秉、周恩奇、彭晓虎、冯梅、王俊、刘跃龙、陈莉莎、陆魁秋、陈意含、何英、薛益芳。同时聘请美籍教师 Terry Sills 对第4册,美籍教师 Mr Carlo Costa 对第1、2、3册的文字作了审订工作,在此表示衷心感谢。

由于时间仓促,编者水平与经验有限,此项工作又是一种新的尝试,教材中不妥之处在所难免,希望广大读者批评指正。

编 者

1992年3月

使用说明

本书为《大学英语阅读与写作》第3册，供大学英语第三级学生使用。

本册共有十八个单元，每个单元包括三篇课文，每篇课文后面均附练习。第一篇课文后面有三种练习形式：正确与错误，多项选择和猜词义。第二篇课文后面除有以上三种练习外，还增设段落写作练习。该练习的编排有三个内容，即：介绍写作技巧，给出例文，然后给出题目让学生模仿例文自己写一段文章。第三篇课文是供学生课外阅读的，所以只编写了多项选择练习。所有练习答案附在书后。

本册的写作练习集中在段落写作上，段落写作的技巧分散在各单元第二课的练习Ⅳ中分别叙述。本册的练习形式多样，旨在帮助学生从各个角度理解课文，培养学生分析、归纳、综合和推断的能力。教师可视学生的具体情况选做。猜词义的练习，主要是帮助学生提高猜词义的能力，同时也能帮助学生用自己所熟悉的词去解释生词，达到提高写作的能力。

课文全部选自原文材料，对个别地方略有删改。课文的选材力求内容新颖，题材广泛，体裁多样，还特别考虑到材料的知识性和趣味性，科普文章约占1/3。

为使学生能较顺利地阅读，提高学生的阅读兴趣，对个别难以猜出词义的超纲单词加注了汉语译意。

由于学生的阅读能力和各校教学时数不尽相同，本册编写了十八个单元，目的是每周为学生提供足够的阅读材料，但教师可根据本校学生的具体情况取舍。

编 者

1992年3月

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Unit One

1. Pocket Women Unite?

Pockets are what women need more of. The women's movement in the past decade has made giant strides in achieving greater social justice for females, but there's a great deal of work yet to be done. And it can't be done without pockets.

It has been commonly thought that men get the best jobs and make the most money and don't have to wash the dinner dishes simply because they're men, that cultural traditions and social conditioning have worked together to give them a special place in the world order.

While there is undoubtedly some truth to this, the fact remains that no one has investigated the role that pockets have played in preventing women from attaining the social status and rights that could and should be theirs.

Consider your average successful executive. How many pockets does he wear to work? Two in the sides of his trousers, two in the back, one on the front of his shirt, three on his suit coat, and one on the inside of the suit coat. Total: nine.

Consider your average woman dressed for office work. If she is wearing a dress or skirt and blouse, she is probably wearing zero pockets, or one or two at the most. The pantsuit, that supposedly liberating outfit (套装), is usually equally pocketless.

Now, while it is always dangerous to generalize, it seems quite safe to say that, on the whole, the men of the world, at any given time, are carrying about a much greater number of pockets than are the women of the world. And it is also quite clear that, on the whole, the men enjoy more power, prestige (威望, 威信), and wealth than women do.

Everything seems to point to a positive correlation between pockets, power prestige, and wealth. Can this be?

An examination of the function of the pocket seems necessary. Pockets are for carrying money, credit cards, identification (including access to those prestigious clubs where people presumably sit around sharing powerful secrets about how to run the world), important messages, pens, keys, combs, and impressive-looking handkerchiefs.

All the equipment essential to running the world. And held close to the body. Easily available. Neatly classified. Pen in the inside coat pocket. Keys in the back left trouser pocket. Efficiency. Order. Confidence.

What does a woman have to match this organization? A purse.

The most hurried examination will show that a purse, however large or important-looking, is no match for a suitful of pockets. If the woman carrying a purse is so lucky as to get an important phone number or market tip from the executive with whom she is lunching, can she write it down? Can she find her pen? Perhaps she can, but it will probably be buried under three old grocery lists, two combs, a checkbook, and a wad of Kleenex. All of which she will have to pile on top of the lunch table before she can find the pen.

Will she ever get another tip from this person of power? Not likely. Now she has lost any psychological advantage she may have had. He may have been impressed with her intelligent discussion of the current economic scene before she opened her handbag, but four minutes later, when she is still digging, like a busy little prairie dog (草原犬鼠), for that pen, he is no longer impressed.

He knows he could have whipped his pen in and out of his pocket and written fourteen important messages on the table napkin in the time she is still searching.

What can a pocketless woman do?

Two solutions seem apparent. The women can form a pocket lobby (Pocket Power?) and march on the New York garment district.

Or, in the event that effort fails (and well it might, since it would, by necessity, have to be run by a bunch of pocketless women) an alternate approach remains.

Every man in the country for his next birthday finds himself the lucky recipient (接受者) of one of those very stylish men's handbags, and to go with it, one of those no-pocket body shirts.

Exercises

I. True/False:

1. Both men and women can not be successful without pockets.
2. The average woman wears 9 pockets for office work.
3. There is a positive correlation between pockets and power.
4. On the whole, men enjoy higher status than women.
5. Most women's clothing is made without pockets. As a result, women are forced to carry their belongings in a purse.

II. Multiple Choice:

1. Men hold better positions because

- A. they have a great deal of work to do.
 B. they are men.
 C. cultural traditions and social conditioning have worked together to give them a special place in the world order.
 D. both B and C
2. People need pockets because
 A. they are necessary for efficiency, order and confidence.
 B. they make people more important.
 C. they make the trousers, shirts and suit coats more essential.
 D. they make the pantsuits more liberating.
3. Women's purses
 A. make women appear to be efficient.
 B. make women appear to be disorganized.
 C. have a lot of advantages.
 D. make women intelligent.
4. A woman has lost any psychological advantage she may have had
 A. after she got another tip from a person of power.
 B. after a person of power was impressed with her intelligent discussion of the current economic scene.
 C. after she opened her handbag and looking for something in it.
 D. after she spent four minutes opening her handbag.
5. What solutions does the author propose for women's pocket problem?
 A. Women should form a pocket lobby and march on the New York garment district.
 B. women should give men gifts of pocketless shirts and men's handbag.
 C. Women should wear clothing with as many pockets as men.
 D. A or B.
- I. Guessing the meaning of the underlined word or phrase according to the passage:**
1. The women's movement in the past decade has made giant strides in achieving greater social justice for females, ...
 A. suit B. long step C. strike
2. If she is wearing a dress or skirt and blouse, ...
 A. outer garment for women from neck to waist
 B. spot C. purse
3. And it is also quite clear that, on the whole, the men enjoy more power, prestige, and wealth than women do.
 A. faith B. honesty C. reputation
4. Everything seems to point to a positive correlation between pockets, power,

prestige and wealth.

A. situation B. intention C. a close relation

5. All of which she will have to pile on top of the lunch table before she can find the pen.

A. put one thing on top of another

B. fasten or bind with string, rope, wire etc.

C. throw away

2. Mineral Oil

To the ordinary man, one kind of oil may be as important as another. But when the politician or the engineer refers to oil, he almost always means mineral oil, the oil that drives tanks, aeroplanes and warships, motor-cars and diesel locomotives; the oil that is used to lubricate all kinds of machinery. This is the oil that has changed the life of the common man. When it is refined into petrol it is used to drive the internal combustion (燃烧) engine. To it we owe the existence of the motor-car, which has replaced the private carriage drawn by the horse. To it we owe the possibility of flying. It has changed the methods of warfare on land and sea. This kind of oil comes out of the earth. Because it burns well, it is used as fuel and in some ways it is superior to coal in this respect. Many big ships now burn oil instead of coal. Because it burns brightly, it is used for illumination; countless homes are still illuminated with oil-burning lamps. Because it is very slippery, it is used for lubrication. Two metal surfaces rubbing together cause friction and heat; but if they are separated by a thin film of oil, the friction and heat are reduced. No machine would work for long if it were not properly lubricated. The oil used for this purpose must be of the correct thickness; if it is too thin it will not give sufficient lubrication, and if it is too thick it will not reach all parts that must be lubricated.

The existence of oil wells has been known for a long time. Some of the Indians of North America used to collect and sell the oil from the wells of Pennsylvania. No one, however, seems to have realised the importance of this oil until it was found that paraffin-oil (石蜡油) could be made from it; this led to the development of the wells and to the making of enormous profits. When the internal combustion engine was invented, oil became of worldwide importance.

What was the origin of the oil which now drives our motor-cars and aircraft? Scientists are confident about the formation of coal, but they do not seem so sure when asked about oil. They think that the oil under the surface of the earth originated in the distant past, and was formed from living things in the sea.

Countless billions of minute sea creatures and plants lived and sank to the sea bed. They were covered with huge deposits of mud, and by processes of chemistry, pressure and temperature were changed through long ages into what we know as oil. For these creatures to become oil, it was necessary that they should be imprisoned between layers of rock for an enormous length of time. The statement that oil originated in the sea is confirmed by a glance at a map showing the chief oilfields of the world, very few of them are far distant from the oceans of today. In some places gas and oil come up to the surface of the sea from its bed. The rocks in which oil is found are of marine origin too. They are sedimentary rocks (沉积岩), rocks which were laid down by the action of water on the bed of the ocean. Almost always the remains of shells, and other proofs of sea life, are found close to the oil. A very common sedimentary rock is called shale, which is a soft rock and was obviously formed by being deposited on the sea bed. And where there is shale there is likely to be oil.

There are four main areas of the world where deposits of oil appear. The first is that of the Middle East, and includes the regions near the Caspian Sea, the Black Sea, the Red Sea and the Persian Gulf. Another is the area between North and South America, and the third, between Asia and Australia, includes the islands of Sumatra, Borneo and Java.

The fourth area is the part near the North Pole. When all the present oil-fields are exhausted, it is possible that this cold region may become the scene of oil activity. Yet the difficulties will be great, and the costs may be so high that no company will undertake the work. If progress in using atomic power to drive machines is fast enough, it is possible that oil-driven engines may give place to the new kind of engine. In that case the demand for oil will fall, the oilfields will gradually disappear, and the deposits at the North Pole may rest where they are for ever.

Exercises

I. True/False:

1. People's life is now different because of the existence of mineral oil.
2. The purpose of lubrication is to produce oil of the right thickness.
3. Mineral oil became very important only when the internal combustion engine was invented.
4. Progress in using atomic power may make it unnecessary to drill near the North Pole.

II. Multiple Choice:

1. The term 'mineral oil' is used by the author to refer to.
A. the oil from which petrol is made.

B. the petrol only. C. cod-liver oil. D. any oil that burns.

2. Oil-burning lamps

- A. are used in more and more homes nowadays.
- B. are not used very much now.
- C. burn more brightly than any other kind of lamp.
- D. are used by a large number of people, although not so many as previously.

3. Scientists think that

- A. coal was formed from shale under the surface of the earth.
- B. oil was formed from large deposits of mud on the sea bed.
- C. oil was formed from sea creatures caught between layers of rock.
- D. oil was formed from sea water by process of chemistry, pressure and temperature.

4. 'where there is shale, there is likely to be oil'.

The author says this in order to show that

- A. oil was first formed under the sea.
- B. shale is a sedimentary rock.
- C. oil was made from shale.
- D. shale is another form of oil.

5. Three areas of oil deposits are mentioned in a single paragraph, whereas the fourth area is mentioned in a separate paragraph. This is because

- A. the fourth area is a long way from North America.
- B. the fourth area has not been developed yet and may never be developed.
- C. its oilfields are already exhausted.
- D. the fourth area is a good place to develop atomic power.

II. Guessing the meaning of the underlined word or phrase according to the passage:

1. But when the politician or the engineer refers to oil, ...

- A. gains B. wants C. speaks of

2. ... the oil that is used to lubricate all kinds of machinery.

- A. produce friction B. cause trouble
- C. put oil or grease into machine parts to make them work easily

3. ...; but if they are separated by a thin film of oil ...

- A. motion picture B. thin coating or covering C. piece

4. The rocks in which oil is found are of marine origin too.

- A. ancient B. mountainous C. found in or produced by the sea

5. It is possible that oil-driven engines may give place to the new kind of engine.

- A. substitute for B. put away C. give away

IV. Writing: Introduction and Basic Organization

Introduction

A paragraph is a series of sentences that develop an idea. That idea is usually stated in a general form in one sentence, called the topic sentence. The rest of the sentences in the paragraph provide the reader with specific explanations or proofs (evidence, support) of the general topic sentence. The supporting sentences help the reader understand more clearly what the writer means and show that the topic sentence is well based.

The following paragraph is an example of this, read it and find out the topic sentence:

Science is a serious magazine both in content and in shape. It is written by scientists, experts in their fields, and it covers current issues that have universal scientific interest. The content is organized in fixed sections: editorials, letters, news, reports, and book reviews. The current issues relate to the life, earth, medical and behavioral sciences, engineering, and agriculture. Some of the latest subjects dealt with were the moon crust's age, the Alaska pipeline, the problems of population, and nuclear pollution. The readers of Science magazine are scientists and educated people who can understand scientific terms. Its appearance appeals to both the eye and the hand. It is of medium size, printed in very clear lettering on smooth, first-rate paper. This fact may be one of the reasons for its relatively high price: one dollar for each weekly issue. Another cause may be the fact that it is not supported by advertisement. But considering the magazine's rich, interesting variety of subjects, the high price is justified.

Basic Organization

A paragraph usually consists of a topic sentence, which is often the first sentence in the paragraph, and of four to eight sentences that support the controlling ideas. These sentences should be arranged logically in one of several ways:

1. Chronological: According to logic in time
 - A. Most stories are written from beginning to end.
 - B. Most processes are described in time sequence: at the beginning will be the preparations, at the end the conclusions.
 - C. Many cause-effect explanations must move from the first to the second to the third cause and then to the effects.
2. Spatial: According to logic in space
 - A. Descriptions are often from top to bottom, from north to south, and so

forth.

B. Occasionally classification is spatial, separate classes are presented from left to right, from top to bottom.

3. Importance: From the most important point to the least important point (or vice versa)

A. Analyses that answer the question "Why?" usually discuss the answers in this order.

B. Written arguments sometimes present the least effective point first and save the most important point for the end of the argument.

When you construct a paragraph or an essay you should consider your topic and then decide what the most effective organization pattern would be. By presenting the sentences of support logically, you will be able to communicate most successfully with your reader.

Write two paragraphs with the following topic sentences:

1. Friends are very important to us.

2. I arrived at my dentist at 9:30 a. m. ... (Develop the paragraph in time sequence.)

3. Everyday Life in the Soviet Union. The Shopping Runaround

I had heard about consumer shortages before going to Moscow. But only when we began to shop there did the Russian consumer's problems really have meaning for me. Customers the world over wait in lines, but Soviet lines have a special quality all their own. Typically the Soviet woman spends two hours a day in line, seven days a week. Personally, I have known of people who stood in line 90 minutes to buy four pineapples, and 3½ hours to buy three large heads of cabbage, only to find the cabbages were gone as they approached the front of the line. Lines can run from a few yards to nearly a mile. Some friends of ours watched a line of people in Moscow signing up to buy rugs. The line lasted two days and nights and ran four across all through an apartment development.

In spite of all of this, the natural reaction of a Russian woman when she sees a line forming is to get in it immediately—even before she knows what is being sold. However, Soviet lines are more fluid than they appear. In most stores, for example, shoppers must stand in not one but three lines for any purchase—the first, to select a purchase and find out its price; the second, to pay a cashier somewhere else in the store and get a receipt; and the third, to go pick up the purchase and turn in the receipt.

But in a dairy store one morning, I found out that the game is both simpler and more complex than that. I went in to buy some cheese, butter, and bologna

sausage, which were in three separate departments, each with its own line. Nine lines!

Rather quickly, though, I noticed that experienced shoppers were skipping (跳过) the first stage. They knew what most items cost, so they went directly to the cashier for their receipts. After studying prices, I did that, too. Then I went to the cheese line, the longest—probably 20 people—to get the worst over with first. I was in line less than a minute when the woman in front of me asked me to hold her place. She darted off (飞快地走开) to the butter-and-milk line. The cheese line was moving so slowly that she got her butter and milk and returned before we had advanced three feet. I decided to take the risk too, and I got back with my butter while the cheese line was still inching along.

Then it suddenly occurred to me that all over the store, people were getting into line, holding places, leaving, returning. Everyone was using the cheese line as home base. That was why it was barely moving; it kept expanding in the middle. So I got the man behind me to hold my place, and I went off to buy my bologna. Once again, it worked. It took me 22 minutes to buy butter, sausage, and cheese. But instead of being furious (狂怒的) I felt as if I had beaten the system.

This competitive shopping gives an atmosphere of tension to Russian life. People barge into stores and bump into each other with faces set in combative expressions. "You have to understand," said a kind, grayhaired person, "that for as long as we can remember, shopping has been a struggle. Life is a struggle."

There is hardly any effective advertising to help shoppers. Americans complain about the constant commercials in the United States. But they might reconsider if they were exposed to the consumer blackout in Russia. A typical Soviet ad might be: "If you want to live to a ripe old age and be beautiful, modest, thorough and truthful, drink tea." Most newspapers publish without ads. The shopper has no handy Yellow Pages or daily-newspaper supermarket or department store ads to help her decide where to shop.

Bribery (行贿, 受贿) is widespread. Low-paid (\$ 80 to \$ 120 monthly) salesclerks take a portion of attractive items and sell them secretly to regular customers who have either left a bribe in advance or can be counted on to pay a high price on delivery. Ten to fifteen rubles on a 60-ruble raincoat is standard. (In 1976, the ruble was equivalent to \$1. 32.)

So common is this practice that the Soviet press is always complaining about it, but it doesn't do any good. Krokodil, the Soviet humor magazine, once showed a department-store employee promoting some newly arrived items:

"Dear customers, in the leathersgoods department, 500 imported women's purses have been received. Four hundred and fifty of them have been bought by store