

大学英语 阅读与写作 (1)

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中南工业大学出版社

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使用 说 明

本书为《大学英语阅读与写作》的第1册，供大学英语一级的学生使用。

第1册共有十八个单元，每一单元由三篇文章组成。每一篇文章由课文、练习两部分组成。

我们在课文选材中力求题材多样，内容丰富有趣，并有一定的启发性，同时根据理工科学生的特点，适当挑选了一些科普读物，此项略占本书的三分之一。

本书每单元第一、二篇文章为学生课堂必读之物，第三篇为学生课外阅读之物，并在书末附有练习答案。教师在使用本书时也可根据实际情况适当取舍。

此书练习分三种形式：第一部分为True/False，第二部分为multiple choice，第三部分为Word-Guessing。其中前九个单元的词汇练习形式灵活多变，旨在初步培养学生对词汇的理解力和掌握能力。

总之，我们建议教师讲解时，应紧扣技能的讲解和应用，不必对语言现象的分析花太多的时间。

编 者

1991年12月

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，对写作课的重要性也认识不足，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册(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、周恩琦、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 Carlos 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

1991年12月

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Key to Exercises

Unit One

1. It Is Not the End of the World

I have been trying to get sick. I don't wear a sweater when I should, and two days ago I walked in the rain without my boots and my feet got soaked. But so far nothing has happened. Debbie once told me about a girl in her cabin at camp who liked to stay overnight in the infirmary. She used to rub the end of the thermometer until it went up to 102°. Then she'd stick it in her mouth and the nurse would think she was really sick.

This morning I tried doing that but it never went above 94°—and I rubbed it for ten whole minutes. So I held the tip of the thermometer next to the light bulb in my desk lamp and it went up to 105°. I figured (想像) I'd put it in my mouth and walk downstairs like that. Then my mother would take it out and wouldn't she be surprised when she saw what a high fever I had!

The only trouble was I didn't know the thermometer would be so hot. As soon as I put it into my mouth I burned my tongue something awful! I spit the thermometer out. It fell on the floor but it didn't break.

I will have to think up a better way to get my mother and father back together. I can't waste my time trying to get sick. That could take forever.

I had my piano lesson right before dinner tonight. Mrs. Lennard told me to cut my nails shorter. She says she can hear a click-click sound when I play. And that from now on Mew can't sit on top of the piano when I take my lesson. I told her my cat is very musical and that she always sits on top of the piano when I practice. Actually, Mew is almost human, but I didn't say so.

Mrs. Lennard looked at me kind of funny. I'll bet (打赌) she wishes she was still teaching Jeff and not just me. It's no secret that he's the one with the talent. But this year he quit piano. I don't think I play so bad. It's just that my fingers don't always do what I want them to.

Before Mrs. Lennard left she told me to practice the same songs for next week. She said I wasn't ready for anything new. I felt like asking her how she would play if her parents were getting divorced.

As soon as we sat down to dinner Amy said, "Wendy, my friend in school, has a Talking Jessie Doll. She brought it in for Show and Tell. I want one too. The kind with the hair that grows."

"Maybe for your birthday", my mother said.

"My birthday's not until the end of June", Amy told her.

Well, that's not so far away" , Mom said.

Oh, please, Mommy! I can't wait until my birthday! "

"You know I'm sorry, Amy. But you'll have to. "

"Why? " Amy asked.

Exercises:

I . True/False

1. The girl was seriously ill according to the passage.
2. She was not an honest girl.
3. When she put the hot thermometer into her mouth, she got it burnt.
4. In order to get sick she didn't wear a sweater when she should.

II . Multiple Choice

1. The girl pretended to be sick because _____ .
 - A. she didn't want to go to school
 - B. she was going to see her piano teacher
 - C. she wanted her father to come back home
 - D. she wanted to help her mother with housework
2. The girl played piano badly because _____ .
 - A. she hated her piano teacher
 - B. her fingers were too long
 - C. she was a lazy girl
 - D. her parents divorce made her too sad
3. Mrs. Lennard probably liked teaching Jeff because _____ .
 - A. he was a boy
 - B. he was older than the girl
 - C. he played the piano better than the girl
 - D. his father was not away from his mother
4. Amy probably wanted a Talking and Jessie Doll because _____ .
 - A. her friend had one
 - B. her sister had one
 - C. she needed it for Show and Tell
 - D. she was eager to get the birthday present

III . In the paragraph, find the word that best fits the meaning below. Write the word.

1. a place for sick people(1)
2. for or during the night(1)
3. to imagine(2)
4. to stop (6)
5. to end a marriage(7)

2. Sir Walter Raleigh

Doctors tell us not to smoke, but a lot of people smoke tobacco every day. Long ago, no one in Europe smoked, the tobacco plant was unknown there. It grew in America, and Christopher Columbus found it there. Later, he returned to Europe and told everyone about tobacco. He said that the American Indians often smoked it.

One way of smoking was this. The American Indians threw some tobacco leaves on a fire. Then they put long tubes in their mouths. The other ends of the tubes were over the fire, so they were able to draw the smoke into their mouths.

About the year 1560 a Frenchman, Jean Nicot, was living in Lisbon, Portugal. He was very interested in all American plants, some of them were very different from the plants of Europe. He (and other men too) used the leaves of the tobacco plant to cure pain. Perhaps a man had a bad pain in a leg or an arm. Nicot put tobacco leaves on the painful place, and tried to cure the pain in that way. We say now that tobacco contains nicotine. The word nicotine comes from this man's name.

Tobacco was used as a cure in many ways. Sometimes a horse was so ill that it could not walk properly. Then a man blew some tobacco smoke into the horse's nose. He believed that this made the horse better! Poor horse! Nobody blows smoke at horses now.

Sir Walter Raleigh was a famous man in the days of Queen Elizabeth the First. He travelled widely and learnt to smoke. Then he returned to England, but he did not stop smoking. He used to smoke two pipes every day secretly in his room. When anyone came in, he quickly hid his pipe, but one day—the story is told—he was not quick enough. A man came in and found clouds of smoke in the room. More smoke was coming from Raleigh's mouth, so the man got some water and threw it over Raleigh. He believed that Raleigh was burning. He ran out of the house and told everybody about it.

After this, smoking was not a secret. Raleigh told Queen Elizabeth about it. He added that he could weigh his smoke. She did not believe this, and she asked him to explain.

"First" he said, "I shall weigh the tobacco. Then I shall put it in my pipe and smoke it. Then I shall weigh the ashes which remain. I can take them out of the pipe and weigh them on a balance. There will be a great difference between the two weights. The tobacco must be heavier than the ashes. The difference between them must be the weight of the smoke."

It was a good plan, but Raleigh was wrong. When anything burns, it needs oxygen. It usually gets the oxygen from the air. When Raleigh's tobacco burned,

It did this, but the oxygen was not in the tobacco at the beginning. It was added when Raleigh smoked his pipe. So the smoke was heavier than the difference between the two weights. The weight of the oxygen was added.

Raleigh had a sad life and died in 1618. He died bravely and quietly. He smoked a pipe just before his end.

Exercises,

I. True/False

1. Europeans didn't know anything about tobacco until after Christopher Columbus found the New Continent.
2. The Americans were so brave that they ate tobacco leaves on a fire.
3. Without oxygen, nothing can burn.
4. Nicotine is a kind of poisonous element.

I. Multiple Choice

1. Jean Nicot is probably a _____.
A. an engineer B. a magician
C. a doctor D. a man who majored in the science of plants
2. Why was Sir Walter Raleigh a famous man?
A. Because he travelled a lot.
B. Because he was a scientist.
C. Because he introduced smoke to England.
D. Because he dared to smoke before Queen Elizabeth.
3. When the man saw smoke coming from Raleigh's mouth, he poured some water on Raleigh. This implies the man was _____.
A. brave B. ignorant C. clever D. loyal
4. In paragraph 5, "the story is told" means _____.
A. the secret is disclosed B. as it is imagined
C. as the writer says D. as a rule

II. Read each sentence. Look back at the paragraph and find the word that best fits. Write the word.

1. I shall go to the doctor, I have a _____ in my arm. (3)
2. When Peter was _____, he got up. (3)
3. After the great fire, only _____ remained. (7)
4. The _____ of the lorry was so great that the bridge broke. (7)
5. When we breathe, we use the _____ of air. (9)

3. The Dog-Fight

Some dogs are born with about four times as much wickedness (缺德、邪恶)

in them as other dogs are. I remember being in the entrance of a large London shop one day, and all round about me were dogs, waiting quietly, while their owners were shopping inside. There were one or two sheepdogs, a bulldog, a Saint Bernard, a French poodle, a few animals about the size of rats, and several others.

There they were, patient, good, and thoughtful, sitting there contentedly (满地) until their owners returned. A quiet peacefulness filled the room.

Then a sweet young lady entered, leading a gentle-looking fox-terrier, and she left him, chained up there, between the bulldog and the French poodle. He sat and looked about him for a minute. Then he looked up towards the ceiling, and seemed, judging from his expression, to be thinking of his mother. Then he yawned. Then he looked round at the other dogs, all silent and noble-looking.

He looked at the bulldog, sleeping on his right. He looked at the poodle, sitting straight and proud, on his left. Then, without a word of warning, and for no possible reason, he bit the poodle's left front leg, and a yelp of pain rang out.

The fox-terrier was so pleased with what he had done that he decided to continue. He sprang over the poodle and attacked a sheepdog which woke up and immediately began a fierce and noisy battle with the poodle. Then, having returned to his place, the fox-terrier caught the bulldog by the ear and tried to throw him away. The bulldog attacked everything he could reach, including a shop-assistant. This gave the terrier the chance to enjoy an uninterrupted fight of his own with another equally willing dog.

Of course, by this time, all the other dogs in the place were fighting as if their lives depended upon the result. The big dogs fought against each other, and the little dogs fought among themselves, and filled up their spare time by biting the legs of the big dogs.

The whole entrance was filled with a storm of noise. A crowd collected in the street outside, wanting to know who was being murdered. Men came with poles and ropes, and tried to separate the dogs, and the police were sent for.

In the middle of all this the sweet young lady returned, and picked up that sweet little dog of hers—he had injured the other dog severely, and was now wearing an expression of complete innocence (无罪、清白)—and kissed him, and asked him if he was killed, and what those great brutes (残忍) of dogs had been doing to him, and he gazed up into her face with a look that seemed to say: 'Oh, I'm so glad you've come to take me away from this terrible scene.'

Exercises,

Multiple Choice

1. The writer says that _____.
A, all dogs are very wicked

- B. out of every four dogs one is wicked
C. some dogs are four times bigger than other dogs
D. some dogs are more wicked than other dogs
2. The fox-terrier bit the poodle because_____.
- A. he was chained up B. the bull dog bit him
C. the other dogs are fighting D. none of the above
3. Which of these words best describes the scene before the arrival of the fox-terrier?
- A. stormy B. pleased C. noisy D. peacefull
4. Why did men come with poles and ropes?
- A. To keep back the crowd B. To stop the dog fighting
C. to catch the murderer D. to rescure the shop-assistant
5. "By wearing an expression of complete innocence", the writer means that the fox-terrier_____.
- A. had been badly injured
B. didn't start the fight
C. looked as if the fight had not been his fault
D. wanted to go home

Unit Two

1. Choosing a Career

Before you choose a career, you must first know yourself—your interests and abilities, your strengths and weaknesses, your physical endurance and energy, your dreams and ambitions. Secondly, you must get information about the world of work and the requirements for entering it. Then you try to match yourself and a suitable field of work.

We speak of a field of work rather than a job because you should prepare for a broad range of jobs, not just one. This will help you if at some time you need to change from one type of job to another.

Although girls will naturally be looking forward to marriage and motherhood, many will probably work for at least half of their married lives. This is in fact what is happening now. Girls are marrying younger so their children grow up while they are still quite young themselves. It is easier now for housewives to go out to work when their children are independent because they can have so many labour-saving devices in the home. Girls, therefore should take as seriously as boys the need to select a career suitable for their interests and abilities.

What should you think about in trying to find your career? You are probably better at some school subjects than others. These may show strengths that you can use in your work. A boy who is good at mathematics can use that in an engineering career. A girl who spells well and likes English may be good at office work. So it is important to know the subjects you do well in at school. On the other hand you may not have any specially strong or weak subjects but your reports show a generally satisfactory standard. Although not all subjects can be used directly in a job they may have indirect value. A knowledge of history is not required for most jobs but if history is one of your good subjects you will have learned to remember facts and details. This is an ability that can be useful in many jobs.

Your school may have taught you skills, such as typing or technical drawing, which you can use in your work. You may be good at metalwork or cookery and look for a job where you can improve these skills.

If you have had a part-time job on Saturdays or in the summer, think what you gained from it. If nothing else, you may have learned how to get to work on time, to follow instructions and to get on with older workers. You may have learned to give correct change in a shop, for example. Just as important, you

may become interested in a particular industry or career by seeing it from the inside in a part-time job.

Facing your weak points is also part of knowing yourself. You may be all thumbs(笨手笨脚)when you handle tools; perhaps you are a poor speller or cannot add up a column of figures. It is better to face any weaknesses than to pretend they do not exist. Your school record, for instance, may not be too good, yet it is an important part of your background. You should not be apologetic about it but instead recognize that you will have a chance of a fresh start at work.

Employers will consider other things about you too. They will be interested to know if you have been a prefect, taken part in sports and clubs and any out-of-school activities.

Exercise:

I. True/False

1. The writer thinks that for a student to have a job is probably a good way of finding your weak points.
2. According to the writer, you must be objective about yourself before choosing a career.
3. Girls usually work for half a day after their marriage.
4. To find a job, a person must not be good in one subject.

II. Multiple Choice

1. How many basic ideas are conveyed by the first paragraph?
A. one B. two C. three D. four
2. Which of the following expressions from the passage is nearest in meaning to "field of work" ?
A. interests and abilities B. world of work
C. requirements D. range of jobs
3. Which of the sentences sums up the main idea of the third paragraph?
A. Girls naturally look forward to marriage and motherhood.
B. Girls are marrying younger and therefore are still young when their children are grown up.
C. Many girls work for half of their lives and so should choose a career seriously.
D. It is easier for housewives to work because of labour-saving devices.
4. Which of the following best sums up the fourth paragraph?
A. The importance of doing well at school
B. Using school performance to help to choose a career
C. The importance of a good memory
D. The indirect value of school work

II. In the paragraph, find the word that best fits the meaning below. Write the word.

1. strong desire for success, power, ect(1)
2. of technology(5)
3. the study and practice of making metal objects(5)
4. shortcomings(7)
5. information necessary for the understanding of something(7)

2. Some of the Gases

The scientists of the eighteenth century discovered a lot of things about air and water, but three centuries ago nobody knew much about them. We know that water is a compound of hydrogen and oxygen, but they did not know this fact. Even the word "gas" was new to them. It was first used in 1644. A chemist, Van-Helmont, believed that there were several gases, but neither he nor any other scientist could say more than that. None of them could separate any of the gases from the compounds.

In the eighteenth century Henry Cavendish discovered hydrogen. He was a strange man. He was the son of a rich and important family, but he was afraid to speak to anyone. Of course he had to speak sometimes, but even then he only spoke about science. He wrote letters to his servants to order his dinner. They were in the same house, but he did not like talking to them.

Once Cavendish felt ill and went to bed. He told his servant that he was going to die. He ordered the man to stay out of the bedroom. The servant did so for some time, but later he returned, and this made Cavendish very angry. The servant was sent away again, and when he returned later Cavendish was dead.

Cavendish made hydrogen with acid. He put some acid on metal and produced a gas. He did not call it hydrogen, but it was. The name of this famous chemist was given in later years to the Cavendish Laboratory at Cambridge.

Another chemist of those days was Priestley. He was not as rich as Cavendish, but he was a happier man. He was interested in another gas, oxygen. He also made experiments with mercury. He put different materials on some mercury in a glass tube, and then he heated the materials with a lens (透镜).

He held the lens in his hand and allowed the rays of the sun to go through it. The rays then heated the materials in the tube. One of them produced his gas. Things burn brightly in oxygen and Priestley noticed this. He did not really discover oxygen because someone had discovered it before, but Priestley first told the world about it.

Priestley also discovered other gases and chemicals. Most scientists allowed

their gases to rise through water, but Priestley used mercury, not water. The other chemists lost some gases in the water, but Priestley did not lose them in his mercury, and so he discovered more.

Once he put some air and some hydrogen together in a vessel (容器). He fixed some wires in the vessel and then produced an electric spark between their ends. There was a loud explosion. Then he noticed something on the sides of the vessel. It appeared to be like water, but Priestley was not sure about it. Cavendish repeated this experiment in his laboratory and after the explosion he noticed the same thing. He showed that it was water, and he was the first chemist to do so.

Later, Cavendish also showed that water is a compound of hydrogen and oxygen only. He even showed that two parts of hydrogen join one part of oxygen (H_2O).

Exercises:

I. True/False

1. People didn't know much about water and air until 1800.
2. Water is made up of hydrogen and oxygen.
3. Van Helmont and other scientists believed there were several gasses and they could also give proof.
4. Priestley was the first man to tell the world that water is a compound.

I. Multiple Choice

1. The example in the third paragraph shows that Cavendish was _____.
 - A. a man who didn't want to trouble others
 - B. a rude man
 - C. a man of strange character
 - D. a man of poor health
2. Why did Priestley discover more gases and chemicals?
 - A. Because he worked harder than others.
 - B. Because he was more intelligent than others.
 - C. Because he was lucky enough.
 - D. Because he used mercury to do his experiment.
3. What is the use of "lens" ?
 - A. It makes a beam of light passing through it spread out in order to heat the material.
 - B. It is a chemical compound to dissolve hydrogen and oxygen.
 - C. It is a gas stove to heat water.
 - D. It is an instrument used to produce electricity.
4. In paragraph 8, the last sentence "so" means Cavendish was the first person