

# 大学英语 阅读与写作 (2)

陆魁秋 主编 程中文 副主编

中南工业大学出版社

# 大学英语阅读与写作(2)

College English Reading and Writing (2)

主 编 陆魁秋

副主编 程中文

编 者 冯 梅 彭晓虎 王 俊

中南工业大学出版社

湘新登字010号

大学英语阅读与写作(2)

主 编: 陆魁秋

副 主 编: 程中文

责任编辑: 陈欣 刘力 梅敦诗

中南工业大学出版社出版发行  
长沙市东方印刷厂印装  
湖南省新华书店经销



开本, 787×1092/16 印张, 9.25 字数, 224千字

1992年12月第1版 1992年12月第1次印刷

印数: 00001—11000

ISBN7-81020-500-5/H·058

定价: 4.50元

## 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册分别由湖南大学外语系陆魁秋副教授、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7月

## 使用说明

本书为《大学英语阅读与写作》第2册，供大学英语第二级的学生使用。

本册共有十八个单元，每个单元包括三篇文章，每单元的第一、二篇文章为学生课堂必读之物，第三篇为学生课外阅读。每篇文章后面均附练习，并在书后附有全书练习答案。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。练习形式多样，旨在帮助学生从各个角度理解文章的内容，逐步培养学生的分析、归纳、综合和推断能力。

文章全部选自英文原著，对个别地方略有删改，阅读文章的选材力求内容新颖，题材广泛、体裁多样，还特别考虑到文章的知识性和趣味性，科普文章约占本书的三分之一。教师在讲解时，应侧重于阅读技巧的应用，并可根据学生的阅读能力和课堂教学时数对课文进行适当的取舍。

编者

1992年7月

## Contents

### Unit One

1. Silent Night ..... ( 1 )
2. Baron Nunchausen Visits  
the Moon..... ( 3 )
3. Talk Returns to the  
Doctor's Office..... ( 6 )

### Unit Two

1. How to Read Baby Lang-  
uage ..... ( 8 )
2. Smoking and Cancer..... ( 10 )
3. To Help and Protect..... ( 13 )

### Unit Three

1. Talking Birch Bark ..... ( 15 )
2. Wes Lematta and His  
Helicopters ..... ( 17 )
3. Making Leather ..... ( 20 )

### Unit Four

1. The Drummer Boy..... ( 22 )
2. Paper and Its Uses..... ( 24 )
3. Settling Down in Eng-  
land ..... ( 27 )

### Unit Five

1. The Great White Shark... ( 29 )
2. Originality Is Not Every-  
thing ..... ( 31 )
3. Money ..... ( 33 )

### Unit Six

1. He Led a Useful Life ... ( 36 )
2. Electric Fish..... ( 38 )

3. The Great Grizzly..... ( 40 )

### Unit Seven

1. Health ..... ( 43 )
2. Love on a Bicycle Court-  
ship ..... ( 45 )
3. World War I ..... ( 48 )

### Unit Eight

1. The Grand Canyon ..... ( 50 )
2. What You Don't Know  
about Exercise ..... ( 52 )
3. Home and School ..... ( 55 )

### Unit Nine

1. Egypt—An Interesting  
Place..... ( 58 )
2. America's Luckiest Stamp  
Find..... ( 60 )
3. The Great Pyramid ..... ( 63 )

### Unit Ten

1. The English Language and  
Its Varieties ..... ( 65 )
2. How to Give a Good  
Speech ..... ( 67 )
3. How to Put People at  
Their Ease ..... ( 70 )

### Unit Eleven

1. I.M. Pei..... ( 72 )
2. Marco Polo..... ( 74 )
3. After Twenty Years..... ( 77 )

### Unit Twelve

1. Starting Your Own Business ..... ( 79 )
2. Earthquake Prediction in China ..... ( 81 )
3. Japan: Industrial Giant of the Far East ..... ( 84 )

**Unit Thirteen**

1. Leisure and Entertainment ..... ( 86 )
2. Boys will Be Boys ..... ( 88 )
3. Who Pays? ..... ( 90 )

**Unit Fourteen**

1. The Education of Sarah ..... ( 93 )
2. Karate ..... ( 95 )
3. A Young Nurse in the Australian Bush ..... ( 98 )

**Unit Fifteen**

1. What's in a Name? ..... ( 100 )
2. Eddie Morey ..... ( 102 )

3. Critical Reading ..... ( 105 )

**Unit Sixteen**

1. A Surprising Reward ... ( 108 )
2. Speeding Laws in Britain ..... ( 110 )
3. U. S. Presidents ..... ( 112 )

**Unit Seventeen**

1. Education Out of School ( I ) ..... ( 115 )
2. Education Out of School ( I ) ..... ( 117 )
3. Related Talents ..... ( 119 )

**Unit Eighteen**

1. Pottery ..... ( 122 )
  2. Technical Sketching: A Universal Language ... ( 124 )
  3. Pity for a Stranger ..... ( 126 )
- Key to Exercises ..... ( 130 )

## Unit One

### 1. Silent Night

Helen was nearly seven when Teacher arrived. The little girl greeted her with a body-charge, nearly knocking her down the steps. Before the young woman could recover from the attack, Helen had snatched her hand-bag and was trying to open it. When her mother tried to stop her she flew into a temper.

"I'm sorry," said her mother helplessly. But it was just as well, she thought, that Teacher should know from the start that Helen ruled the whole household like a little tyrant.

Helen's mother was not a weak woman. She just could not punish Helen, because life had already punished Helen too much. Helen Keller was deaf, dumb and blind.

She was not born with these disabilities. Her blindness and deafness were the result of an illness in her infancy. She was dumb only because she had not learnt to talk before she became deaf. There was nothing wrong with her vocal chords, and she could make noises, but she did not know what a word was. There seemed to be no way of teaching her—until Teacher arrived.

Anne Mansfield Sullivan was not quite twenty-one. She had been almost totally blind herself once, but had partly recovered her sight. She had learnt how to teach the blind. She also knew the manual (键盘) deaf-and-dumb alphabet, and she began her great task by trying to teach it to Helen. She gave Helen a doll to handle, and then spelt the letters d-o-l-l into her hand.

Helen did not understand. It seemed unlikely that she ever would. But Teacher persevered, and after a month's patience this first and most important battle was won. Suddenly Helen grasped the idea of language. She made the discovery that, as she put it afterwards, "everything has a name". Immediately her whole character changed. She stopped kicking and screaming, and used all her energy to learn new words.

Anne Sullivan was an exceptional teacher, Helen was an extraordinarily intelligent girl. The combination of these two facts was to make Helen Keller one of the most justly famous women in the world. She learnt to converse (交谈) far more quickly than the average child who was only deaf and dumb. She could read and write long before the average child who was only blind.



She was reading plays in French at thirteen, and learning Latin grammar. She studied Greek, German, mathematics physics, astronomy—all the usual school subjects and much more besides. Her text-books were in braille and she wrote her exercises on a typewriter. Algebra and geometry presented special difficulties, but she was supplied with special braille-writers for these. To visualize the geometrical figures that were drawn on the blackboard for the other girls in her class she constructed them herself on a cushion(垫子), using straight and curved wires with bent and pointed ends.

At nineteen Helen Keller became the first blind-deaf girl in the world to enter college. Five years later she graduated with honours.

People wondered what this astonishing young woman would take up as a career, but this was no problem to Helen. She had already decided to devote the rest of her life to helping the blind and the deaf. She spent the next fifty years working for them and exploiting her fame and prestige(声望) to awaken society to their needs. She wrote several books and made six journeys round the world. Anne Sullivan became her companion and stayed with her brilliant pupil until her death in 1936.

#### Exercises:

##### I. True/False

1. Helen could not talk only because she had not learned to talk before she became deaf.
2. "Everything has a name" was Helen's first idea of language.
3. Being the first blind-deaf college student in the world made Helen arrogant.
4. Helen graduated from college at 19.
5. After her graduation from college, Helen decided to devote the rest of her life to helping the blind and the deaf.

##### II. Multiple Choice:

1. Helen greeted her teacher A.M. Sullivan \_\_\_\_\_.
 

A. gently	C. rudely
B. friendly	D. coldly
2. Helen's mother was \_\_\_\_\_ woman.
 

A. a weak	C. an uneducated
B. a kind	D. a cruel
3. In her first lesson to cure Helen's dumbness, the teacher used \_\_\_\_\_.
 

A. a doll	C. a picture
B. a handle	D. a book
4. What made Helen one of the most justly famous women in the world was \_\_\_\_\_.

- A. the exceptional teacher
  - B. her extraordinary intelligence
  - C. her mother
  - D. both A and B
5. The subjects that Helen found hardest to learn were \_\_\_\_\_.
- A. Latin grammar and French
  - B. algebra and geometry
  - C. mathematics and physics
  - D. astronomy
- III. Guess the meaning of each underlined word or phrase according to the text.
1. ....Helen had snatched her handbag and was trying to open it.  
snatch \_\_\_\_\_
  2. When her mother tried to stop her, she flew into a temper.  
fly into a temper \_\_\_\_\_
  3. Her blindness and deafness were the result of an illness in her infancy.  
infancy \_\_\_\_\_
  4. Her textbooks were in braille, .....  
braille \_\_\_\_\_
  5. To visualize the geometrical figures, .....  
visualize \_\_\_\_\_

## 2. Baron Munchausen Visits the Moon

Today man knows a lot about the moon. Astronauts have visited it. Scientists have learned many new facts about it. But in the past man could only guess what the moon was like. Strange tales used to be told about make-believe trips to the moon and life on the moon. One such story describes a visit made by a Baron Munchausen (munch-HOW-zun). The baron (男爵) was a German traveler. He lived about two hundred years ago.

Baron Munchausen did not really intend to go to the moon. But one day when he and his crew were in the South Seas, a great wind came up. It raised their ship from the water. The ship sailed high into the sky. There it hung till a strong gale filled the sails. Then the ship began to move.

After six weeks of air travel, the men saw an island. It looked bright and round. At first they didn't know what it was. Then they looked down. Far below, they could see the earth. Then they knew the land in the sky must be the moon. Munchausen and his men brought the ship to land. They got out.

They found that the moon was a land of giants. The flies were as big as the sheep are on earth. The sheep were as big as elephants. And the people were thirty-six feet tall.

Munchausen soon learned that the lunar people were called "cooking animals." They had this name because they cooked their food before they ate it. They did not eat it raw as other moon animals did. A cooking animal did not waste time at meals. All he did was open up his left side and put the whole meal in at once. Then he shut the opening in his side. He would not eat again till the same day in the next month.

The cooking animals' heads were placed under their right arms. When a moon person wanted to know what was going on somewhere, he would stay at home himself and just send his head out to look. But when he wished to travel or take part in sports, he would leave his head at home. If he needed to think, all he had to do was consult his head. He could do this even from far away.

Lunar people could also take their eyes out when they pleased. It did not matter much if they lost or hurt an eye. They could easily buy a new one from an eye dealer (商人).

The baron was surprised to see the use moon people made of their vegetables and fruit. Soldiers protected themselves with shields (盾) made from mushrooms. Instead of darts they threw huge radishes (小萝卜). When radishes were out of season, they used the tops of asparagus. Moon grapes had seeds like hailstones. While the baron was on the moon, a great wind came up. It caused a shower of seeds to fall from the vineyards to the earth far below. This was a hailstorm on earth.

In time Munchausen came back and told his story on earth. He said that the next time it hailed (下雪), people should save some of the hailstones. From the hailstones they could make good moon wine. But his listeners didn't believe the baron's story. None of them saved any hailstones.

### Exercises

#### I. True/False

1. The story is about a real person who paid a visit to the moon many years ago.
2. A great wind raised Baron Munchausen's ship high into the sky.
3. Lunar people could not live without heads or eyes.
4. Unlike people on earth, lunar people had openings in their sides.
5. Baron Munchausen lived on the moon since then and never returned to the earth.

#### II. Multiple Choice.

1. People used to tell strange tales about the moon because they \_\_\_\_\_,

- A. knew little about it
  - B. were afraid of it
  - C. had tasted moon wine
  - D. were interested in telling stories
2. Baron Munchausen went to the moon in a(n)\_\_\_\_\_.
- A. ballon
  - B. spacecraft
  - C. ship
  - D. airplane
3. Unlike other moon animals, the moon people\_\_\_\_\_.
- A. were very large
  - B. cooked their food
  - C. ate every day
  - D. both A and B
4. Moon vegetables were used mostly by\_\_\_\_\_.
- A. sailors
  - B. soldiers
  - C. farmers
  - D. workers
5. If the people had believed Munchausen's story, they probably would have \_\_\_\_\_.
- A. saved some hailstones
  - B. used radishes as darts
  - C. grown more grapes
  - D. paid a visit to the moon

III. Guess the meaning of each underlined word or phrase according to the text

1. Baron Munchausen did not really intend to go to the moon.  
intend to \_\_\_\_\_
2. But one day when he and his crew were in the South Seas, a great wind came up.  
crew \_\_\_\_\_
3. There it hung till a strong gale filled the sails.  
gale \_\_\_\_\_
4. Moon grapes had seeds like hailstones.  
hailstone \_\_\_\_\_
5. None of them saved any hailstones,  
save \_\_\_\_\_

### 3. Talk Returns to the Doctor's Office

People today expect to be examined when they enter a doctor's office. At least they expect their blood pressure and temperature to be measured. However, as recently as two hundred years ago, a doctor's treatment depended on talking with the patient. In general, the communication between doctors and their patients was the most important part of medical methods. The modern age of medicine began with the stethoscope, an instrument for listening to a patient's heartbeat and breathing. Before that, a doctor did not touch a patient. In fact, there was no such thing as a medical examination. All treatment was the result of the patient's telling the doctor what the problem was and the doctor's being able to understand it.

The stethoscope—and all the other medical instruments—had a serious effect on the practice of medicine. Doctors became better at finding the medical problems. More lives were saved. At the same time, doctors gave less importance to the communication between patient and doctor. Some physicians actually stopped talking to their patients. It is easy to understand why some sick people thought of themselves as broken machines.

The holistic (全部的) health movement is spreading through the field of medicine. The basic idea is that the whole person must be treated. When one part of a person is not well, the other parts suffer, too. A human being is more than a body—it is also a thinking mind, a feeling person, and a spirit or soul. If a person feels sad or angry, his or her body will feel the effects. The connection is clear between the stomach and stress. People who worry about their work are likely to get ulcers (溃疡). There is a clear connection between anxiety and disease.

Doctors have learned that signs of problems can be seen and felt in other parts of the body. For example, if one organ, such as the liver, has a problem, there are other signs. The patient will have sore places on both hands and feet. Knowledge of this kind of body connection comes from the Chinese practice of acupuncture. Information from many distant sources like acupuncture is part of holistic health. For example, no one is sure where the study of the iris (彩虹), the colored part of the eye, came from. Doctors now know that the eye color will be affected by sickness. There will be small differences in color. As a result of evidence like this, doctors are paying attention to more than the evidence of instruments and tests. Furthermore, they are treating the whole person, not just the disorder.

## Exercises

### Multiple Choice:

1. A stethoscope is an instrument which A.
- A. is frequently used in Chinese acupuncture
  - B. has not been used for almost 200 years
  - C. helped create the modern age of medicine
  - D. is essential to holistic medicine
2. The holistic health movement is concerned with A.
- A. treating the whole person
  - B. filling holes in livers and other organs
  - C. treating sick people as 'broken machines'
  - D. developing better medical equipment
3. Before the modern age of medicine, a doctor A.
- A. rarely spoke to his patients
  - B. relied almost entirely on primitive instruments such as the stethoscope
  - C. did not touch his patients in examinations
  - D. relied on examination of the iris
4. There is a clear connection between B.
- A. stethoscopes and holistic medicine
  - B. anxiety and disease
  - C. blood pressure and acupuncture
  - D. the iris and the heart
5. According to the passage, a human being B.
- A. is the sum of his organs
  - B. is not just his body, but includes his mind, emotions and spirit
  - C. is a mind, spirit, or, soul
  - D. is the sum of his disorders
6. Which procedure might you expect in a holistic doctor's office? A.
- A. Careful attention to the patient's pulse
  - B. A series of X-rays
  - C. A scan of the patient's brain
  - D. Surgery for ulcers

## Unit Two

### 1. How to Read Body Language

All of us communicate with one another nonverbally, as well as with words. Most of the time we're not aware that we're doing it. We gesture with eyebrows or a hand, meet someone else's eyes and look away, shift positions in a chair. These actions we assume are random (随意的) and incidental. But researchers have discovered in recent years that there is a system to them almost as consistent and comprehensible as language.

Every culture has its own body language, and children absorb its nuances along with spoken language. A Frenchman talks and moves in French. The way an Englishman crosses his legs is nothing like the way a male American does it. In talking, Americans are apt to end a statement with a droop of the head or hand, a lowering of the eyelids. They wind up a question with a lift of the hand, a tilt of the chin or a widening of the eyes. With a future-tense verb they often gesture with a forward movement.

One of the most potent elements in body language is eye behavior. Americans are careful about how and when they meet one another's eyes. In our normal conversation, each eye contact lasts only about a second before one or both individuals look away. When two Americans look searchingly into each other's eyes, emotions are heightened and the relationship becomes more intimate. Therefore, we carefully avoid this, except in appropriate circumstances.

Americans abroad sometimes find local eye behavior hard to interpret. "Tel Aviv was disturbing," one man recalled, "People stared right at me on the street, they looked me up and down. I kept wondering if I was uncombed or unzipped (拉开拉链的). Finally, a friend explained that Israelis think nothing of staring at others on the street."

While children learn spoken and body language—proper postures, eye behaviors, etc.—they also learn a subtler thing: how to react to space around them. Man walks around inside a kind of private bubble which represents the amount of air space he feels he must have between himself and other people. Anthropologists (人类学者), working with cameras, have recorded the tremors (震动), and minute eye movements that betray the moment the individual's bubble is breached (突破). As adults, however, we hide our feelings behind a screen of polite words,

Anthropologist Dr. Edward T. Hall points out that, for two unacquainted adult male North Americans, the comfortable distance to stand for private conversation is from arm's length to about four feet apart. The South American likes to stand much closer, which creates problems when the two meet face to face. For, as the South American moves in, the North American feels he's being pushy; and as the North American backs off the South American thinks he's being standoffish.

George du Maurier once wrote: "Language is a poor thing. You fill your lungs with wind and shake a little slit in your throat and make mouths, and that shakes the air; and the air shakes a pair of little drums in my head... and my brain seizes your meaning in the rough. What a roundabout (迂回的) way and what a waste of time!"

Communication between human beings would be just that dull if it were all done with words. But actually, words are often the smallest part of it.

### Exercises

#### I. True/False

1. We are always aware that we are communicating nonverbally as well as with words.
2. Every culture has its own way of nonverbal communication.
3. In normal conversation, each eye contact can last as long as five seconds.
4. The author's attitude toward George du Maurier's description of language is one of agreement.

#### I. Multiple Choice:

1. Nonverbal communication is.....
  - A. a skill taught in school
  - B. a skill one is born with
  - C. learned along with verbal communication
  - D. a skill foreigners can never learn
2. For an American, a tilt of the chin probably accompanies.....
  - A. a question
  - B. a statement
  - C. an explanation
  - D. a greeting
3. In Israel, staring at others is.....
  - A. considered a crude behavior
  - B. regarded as an offensive behavior
  - C. not considered impolite
  - D. regarded as a respectful behavior
4. Paragraphs 5 and 6 show that every man.....



- A. needs a certain amount of space
  - B. requires a certain amount of space
  - C. wants to keep away from others
  - D. wants to be very close to each other
5. The main idea of this passage is that\_\_\_\_\_.
- A. body movements are more important than words in communication
  - B. it is hard for a person to hide his emotions completely
  - C. people from different cultures have different space requirements
  - D. how to use body language in a conversation
- II. Guess the meaning of each underlined word or phrase according to the text;
1. But researchers have discovered in recent years that there is a system to them almost as consistent and comprehensible as language.  
consistent\_\_\_\_\_
  2. Every culture has its own body language, and children absorb its nuances along with spoken language.  
nuances\_\_\_\_\_
  3. They wind up a question with a lift of the hand, .....  
wind up\_\_\_\_\_
  4. One of the most potent elements in body language is eye behavior.  
potent\_\_\_\_\_
  5. .... and as the North American backs off the South American thinks he's being standoffish.  
standoffish\_\_\_\_\_

## 2. Smoking and Cancer

Americans smoke six thousand million cigarettes every year (1970 figures). This is roughly the equivalent of 4,195 cigarettes a year for every person in the country of 18 years of age or more. It is estimated that 51% of American men smoke compared with 34% of American women.

Since 1939, numerous scientific studies have been conducted to determine whether smoking is a health hazard. The trend of the evidence has been consistent and indicates that there is a serious health risk. Research teams have conducted studies that show beyond all reasonable doubt that tobacco smoking, particularly cigarette smoking is associated with a shortened life expectancy (估计寿命).

Cigarette smoking is believed by most research workers in this field to be an important factor in the development of cancer of the lungs and cancer of the throat