

大学核心英语

College Core English

Reading and Writing

读 · 写 · 教 · 程

【修订版】 第四级

● 杨惠中 张彦斌 郑树棠 主编



Higher Education Press



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前言

(修订版)

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《大学核心英语》(修订版)是一套供理工科大学使用的大学英语教材。本教材的编写以国家教育委员会颁发的《大学英语教学大纲(理工科适用)》为依据。大纲规定:大学英语的教学目标是“培养学生具有较强的阅读能力、一定的听和译的能力以及初步的写与说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。”根据大纲的要求,大学英语教学分为基础阶段和专业阅读阶段。为了便于组织教学,基础阶段分六级,在大学一、二年级中开设。本教材就是供基础阶段英语教学使用的。

为了体现上述教学目标,在编写《大学核心英语》的过程中,我们采纳了现代外语教学理论中交际法的某些观点,即认为英语课应以培养学生使用英语的能力为根本目的,而不只是传授英语知识。教材要着重发展学生的英语交际能力。为此我们力求正确处理以下几点:在理解方面,主要是培养学生通过英语获取信息的能力;在表达方面,则在大纲规定的范围内培养学生表达思想的能力;语法是手段而不是目的,重点应是发展运用语法结构的能力;流畅与准确两者并重,根据大纲要求,当前更应注重流畅,因此在阅读与听力训练中要有一定的量与速度的要求。本教程还力求有利于发展学生独立学习英语的能力。为了体现上述教学指导思想,编者未采用以语法为纲进行编写的传统做法,而是根据语言技能及语言功能来设计教材,安排教学内容。整套教材分为两条主线:一条为读写教程,一条为听力教程,分六级,每级一册。此外,还配有:《课堂活页练习》(修订版),供上课使用,检查学生预习情况及阅读理解能力;《词汇练习册》(修订版),可以在课内使用,也可供学生在课外自学。

本书是读写教程第四级。在进一步体现大纲指导思想及发扬原书特色的基础上,修订版对原书作了必要的修订。修订后全书有十个单元及限时补充阅读材料,阅读总量为 30,000 词左右,出现四级词汇 356 个。每个单元(除第五单元和第十单元为复习单元外)有四篇阅读材料和二十项练习,分为三个部分。第一部分为“基本教学材料”,这一部分包括 A 篇阅读材料、阅读理解练习、词语结构练习和写作练习,其练习量和出现的四级词汇量占该单元的 50% 至 60% 左右。第二部分包括 B 篇阅读材料及六项练习,出现的四级词汇量占该单元的 40% 左右。第三部分包括 C 篇和 D 篇阅读材料及两项阅读理解方面的练习,这一部分出现的单词不要求掌握,也不列入词汇统计。这一设计无疑进一步增强了组织教学的灵活性。在练习内容安排上,每个单元有阅读理解练习九项,词汇结构练习八项,写作练习一项。编者相信,这一安排合理地处理了发展语言技能和进一步奠定语言基础的关系。修订版还增设了分课词汇表,书末附有本级教程出现的四级词汇总表,以方便学生自学、复习及参加考试。

《大学核心英语》(修订版)系列教材主编为杨惠中、张彦斌、郑树棠。

《大学核心英语读写教程》(修订版)第四级的编写人员有:上海交通大学郑树棠、张彦斌、陈永捷;上海工业大学张锡九、蒋雅娟、顾建华;上海科技专科学校黄允德。

《大学核心英语读写教程》(修订版)第四级承大学外语教材编审委员会主任清华大学陆慈教授,工科院校英语编审组副组长重庆大学韩其顺教授和编审组编委程恩洪教授、钟小满教授审定。在本教材修订初期,于 1989 年 6 月间,曾邀请郭杰克、孔庆炎、张青彦、沈子文、卢思源、李宝琨等教授

讨论全书的修订方向、结构安排等总体设计问题。英藉专家 Andrew Meecham 对全书进行了详尽的审阅。对于上述各位教授和专家的宝贵意见和无私贡献,编者表示衷心的感谢。

本书编写过程中,曾得到卢国梁、陈庆昌、金晓晨等在出版、词汇统计等方面的帮助,对此,编者致以诚挚的谢意。

编者相信,通过这次修订,《大学核心英语》的实用性、灵活性及教学上的科学性得到了进一步的提高。为了使《大学核心英语》不断完善,编者迫切希望使用本书的教师和学生提出宝贵的意见。

编 者

1992 年 1 月

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UNIT 1

- (A) Why We Laugh
- (B) The Laughter
- (C) Disc Drives
- (D) New Army New Job New You

Passage A

Pre-reading

Ex. 1

Think of possible answers to the following questions before reading the passage.

1. Give at least three reasons for why we laugh.
2. What sort(s) of laugh should we avoid?

Why We Laugh

Para 1 We start finding things laughable — or not laughable — early in life. An infant first smiles at approximately eight days of age. Many psychologists assume this is his first sign of simple pleasure — food, warmth and comfort. At six months or less, the infant laughs to express complex pleasures — such as the light of Mother's smiling face.

- 5 **Para 2** Between the ages of six months and one year, the baby learns to laugh for essentially the same reasons he will laugh throughout his life, says Dr Jacob Levine, associate professor of psychology at Yale University. Dr Levine says that people laugh to express mastery over an anxiety. Picture what happens when a father throws his child into the air. The child will probably laugh — but not the first time. In spite of his enjoyment of "flying", he is
- 10 too anxious to laugh. How does he know Daddy will catch him? Once the child realizes he

will be caught, he is free to enjoy the game. But more importantly, says Dr Levine, the child laughs because he has mastered an anxiety.



15 **Para 3** Adult laughter is more subtle, but we also laugh at what we used to fear. The feeling of achievement, or lack of it, remains a crucial factor. Giving a first dinner party is an anxious event for a new bride. Will the food be good? Will the guests get along? Will she be a good hostess? Will the knives and forks, cups and saucers be all right? All goes well; the party is over. Now she laughs freely. Her pleasure from having proved her success is the foundation for her pleasure in recalling the evening's activities. She couldn't enjoy the second pleasure without the first, more important one — her mastery of anxiety.

20 **Para 4** Laughter is a social response triggered by cues. Scientists have not determined a brain center for laughter, and they are perplexed by patients with certain types of brain damage who go into laughing fits for no apparent reason. The rest of us require company, and a reason to laugh.

25 **Para 5** When we find ourselves alone in a humorous situation, our usual response is to smile. Isn't it true that our highest compliment to a humorous book is to say that "it made me laugh out loud"? Of course, we do occasionally laugh alone; but when we do, we are, in a sense, socializing with ourselves. We laugh at a memory, or at a part of ourselves.

30 **Para 6** Of course, we don't always need a joke to make us laugh. People who survive frightening situations, such as a fire or an emergency plane landing, frequently relate their story of the crisis with laughter. Part of the laughter expresses relief that everything is now all right. During a crisis, definitely, everyone mobilizes energy to deal with the potential problem. If the danger is avoided, we need to release that energy. Some people cry; others laugh.

Para 7 When we are made the target of a joke, either on a personal or impersonal

level, we are emotionally involved in it. Consequently, we won't be able to laugh.

35 Para 8 Knowing that laughter blunts emotion, we can better understand why we some-
times laugh when nothing is funny. We laugh during moments of anxiety because we feel no
mastery over the situation, claims Dr Levine. He explains, "Very often compulsive laughter is
a learned response. If we laugh, it expresses good feelings and the fact that we are able to
cope. When we're in a situation in which we can't cope, we laugh to reassure ourselves that
40 we can!"

Para 9 How often have we laughed at a funeral or upon hearing bad news? We laugh
to deny an unendurable reality until we are strong enough to accept it. Laughter also breaks
our tension. However, we may also be laughing to express relief that the tragedy didn't hap-
pen to us. We laugh before giving a big party, before delivering a speech, or while getting a
45 traffic ticket, to say, "This isn't bothering me. See? I'm laughing."

Para 10 But if we sometimes laugh in sorrow, more often we laugh with joy. Laughter
creates and strengthens our social bonds. And the ability to share a laugh has guided many
marriages through hard periods of adjustment.

Para 11 How could we manage a life with the absence of laugh? According to Dr
50 Levine, we can measure our adjustment to the world by our capacity to laugh. When we are
secure about our abilities, we can laugh at the defects of our own character. If we can laugh
through our anxieties, we will not be overpowered by them.

Para 12 The ability to laugh starts early, but it takes a lifetime to perfect. Says Dr
Grotjahn, "When social relationships are mastered, when the individual has mastered ... a
55 peaceful relationship with himself, then he has ... the sense of humor." And then he can
throw back his head and laugh.

New Words

* infant /'ɪnfənt/ <i>n.</i>	a very young child
assume /ə'sju:m/ <i>v.</i>	1. to take as being true 2. to pretend to have or be
warmth /wɔ:mθ/ <i>n.</i>	the state or quality of being warm
△ anxiety /æŋg'zaɪəti/ <i>n.</i>	1. (an example of) fear caused by uncertainty, danger or misfortune 2. a strong wish to do something
△ subtle /'sʌtl/ <i>a.</i>	hard to describe or detect

注: 有“△”符号的词汇属大纲规定的五、六级词汇; 有“*”符号的为超纲词汇; 没有符号的为四级词汇。下同。

* bride /braɪd/ *n.*

saucer /səʊsə/ *n.*

* trigger /ˈtrɪɡə/ *v.*

* cue /kjuː/ *n.*

* perplex /pəˈpleks/ *v.*

fit /fɪt/ *n.*

* compliment /ˈkɒmplɪmənt/ *n.*

loud /laʊd/ *ad.*

a.

joke /dʒəʊk/ *n.*

v.

relief /rɪˈliːf/ *n.*

* mobilize /ˈməʊblaɪz/ *v.*

consequently /kɒnsɪkwəntli/ *ad.*

△ blunt /blʌnt/ *v.*

* compulsive /kəmˈpʌlsɪv/ *a.*

△ cope /kəʊp/ *v.*

* reassure /ˌriːəˈʃʊə/ *v.*

funeral /ˈfjuːnərəl/ *n.*

* tragedy /ˈtrædʒɪdi/ *n.*

bother /ˈbɒðə/ *v.*

sorrow /ˈsɒrəʊ/ *n.*

absence /ˈæbsəns/ *n.*

defect /dɪˈfekt/ *n.*

* overpower /ˌəʊvəˈpaʊə/ *v.*

humo(u)r /ˈhjuːmə/ *n.*

a girl or woman about to be married, or just married

a small, round dish, esp. holding a cup

to start (something); set off

anything that excites to action

to cause to feel confused and troubled by being difficult to understand or answer

a sudden burst of (usu. uncontrollable) laughter, activity, etc.

an expression of praise, admiration or respect not quietly

easily heard; noisy

1. anything said or done to cause laughter or amusement 2. a person, thing, or event that is laughed at and not taken seriously

to tell or make jokes

1. a feeling of comfort at the ending of anxiety, fear, or pain 2. help for people in trouble

to gather together (things or people) for a particular use or service

as a result; therefore

to weaken the force or keenness of resulting from a strong usu. unreasonable desire that is difficult to control

(with) to manage successfully; deal successfully with something

to comfort and make (someone who is anxious or uncertain) free from fear or uncertainty

a ceremony of burying or burning a dead person

a sad event; serious accident; disaster

1. to give trouble to; worry 2. to take trouble (to do, about)

1. sadness 2. something causing sadness

1. nonexistence; lack 2. the state of being away

something lacking or imperfect; a fault

to overcome; overwhelm

1. the ability to be amused 2. the quality of causing amusement 3. the state of mind; mood

Phrases and Expressions

get along	相处融洽
go well	进行顺利
out loud	出声地, 大声地
in a sense	在某种意义上, 在某种程度上
throw back	使(头、肩等)向后, 使... 回过来

Proper Names

Dr Jacob Levine / dʒeɪkəb 'levɪn/	雅各布·莱维恩博士[人名]
Yale University /jeɪl/	耶鲁大学[美国]
Dr Grotjahn /ˈgrəʊtdʒɑːn/	格罗特加恩博士[人名]

Comprehension

Ex. 2

Find the information while reading the passage and fill in the blanks according to the instructions.

- Fill in the box with the information from paragraphs 1 & 2.

Infant's Smiles

Age at which a baby smiles	Why does the baby smile?

- Several paragraphs in the passages give the reasons why people laugh. Write down these reasons.

Para. 2 _____

Para. 3 _____

Para. 5 _____

Para. 6 _____

Para. 9 _____

Para. 10 _____

Ex. 3

Explain the following statements.

Dr Levine: "Very often compulsive laughter is a learned response." (Para. 8)

Dr Levine: "... we can measure our adjustment to the world by our capacity to laugh." (Para. 11)

Dr Grotjahn: "... it (the ability to laugh) takes a lifetime to perfect." (Para. 12)

Ex. 4

Interpretation of Words and Phrases: Look at the way the italicized words and phrases are used in the text. Try to decide on the best interpretation from the choices given.

1. At six months or less, the infant laughs to express complex pleasures — such as the *light* of Mother's smiling face. (Para. 1)
 - a) expression of happiness
 - b) reflection of brightness
 - c) beauty
2. *In spite of his enjoyment of "flying"*, he is too anxious to laugh. (Para. 2)
 - a) Because he likes
 - b) Overpowered by the enjoyment of
 - c) Although he likes
3. Scientists have not *determined* a brain center for laughter ... (Para. 4)
 - a) identified
 - b) decided
 - c) realized
4. ... but when we do, we are, *in a sense*, socializing with ourselves. (Para. 5)
 - a) if the statement is taken in a particular way
 - b) if the statement is regarded as true
 - c) if one has the ability to understand the statement
5. People ... frequently *relate* their story of the crisis *with* laughter. (Para. 6)
 - a) explain ... with
 - b) refer to ... as

- c) tell ... with
6. When we are made the target of a joke, either on a personal or *impersonal* level, we are ... (Para. 7)
- (a) physically separated level
 - (a) level that is not influenced by a personal feeling
 - (a) level that shows an inhuman feeling
7. When we are made the target of a joke, ... we *are* emotionally involved in it. (Para. 7)
- are sad about
 - feel deeply interested in
 - are happy with
8. How often have we laughed at a funeral or *upon* hearing bad news? (Para. 9)
- for the reason of
 - in spite of
 - directly after
9. How could we manage a life *with the absence of* laugh? (Para. 11)
- without
 - with regard to
 - with reference to
10. When we *are secure about* our abilities, we can laugh at the defects of our own character. (Para. 11)
- are developing
 - have confidence in
 - have obtained

Vocabulary and Structure

Ex. 5

Complete the following sentences with some of the words listed below. Change the form where necessary.

approximately	consequently	complex	anxiety
survive	funeral	humour	defect
absence	warmth	assume	loud
joke	bother	sorrow	lack

1. I _____ that we all accept the principle that it is wrong to make harm-

- less people suffer for other people's actions.
2. Some plants derive their energy from sugar and can live in the _____ of oxygen.
 3. I enjoyed reading the book in spite of its _____.
 4. At the party Mr Smith delivered a laugh-stimulating speech, which contributed much to the _____ of the evening.
 5. The death of our Premier Zhou is a great loss to our nation and long after his state _____ people could talk about nothing but him.
 6. The presence of lions in the area does not always _____ other animals.
 7. Even though the man said that he could surely find his missing child, _____ was written all over his face.
 8. The strike has been on for half a year; _____ there is a severe decline in trade.
 9. The visiting scholar was touched by the _____ of their welcome.
 10. He was overcome with _____ for his wife's sudden death.

Ex. 6

A. Write an appropriate preposition or verb-completer in each of the following blanks.

1. We can hardly imagine how our project could get _____ without these up-to-date instruments.
2. We regretted your absence very much. There was, indeed, enough to laugh _____ at the party.
3. You have to find some ways to comfort him over his father's death. He can't live _____ sorrow for the rest of his life.
4. Do have confidence in yourself as everyone can exercise mastery _____ his own fortune.
5. Whatever his present condition, he is _____ a sense still the best football player we have ever had.
6. He is a man who never gives in. He smiles _____ various kinds of difficulties, setbacks and even repeated failures.
7. The Browns used _____ live in luxury and now it's hard for them to become used _____ a simple life here.
8. We have to work even harder though we feel quite secure _____ our success.

B. Complete the sentence with one of the four choices given below.

1. Ball-point pens require _____ than fountain pens do.

a) the thicker the ink	b) an ink and thicker
c) a thicker ink	d) the ink is thicker

2. "Why do you drink so much coffee?"
 "Well, _____ it doesn't cause me to stay awake the whole night, it will
not do me any harm."
 a) as well as b) as soon as
 c) as long as d) as far as
3. _____ man must fear when travelling in space is radiation from the sun.
 a) Which b) How
 c) What d) That
4. _____ got on the train when it started to move.
 a) No sooner I had b) No sooner had I
 c) Hardly I had d) Hardly had I
5. People always greet each other warmly, _____ their differing origins and beliefs.
 a) in regard to b) in contrast with
 c) with respect to d) regardless of

Ex. 7

Make use of your knowledge of word formation and fill in each of the blanks with the proper form of the word which is related to the italicized word given.

1. *wide*
The length of the table is 3 meters, its _____ is 1 meter, and its height is 0.55 meter.
2. *stable*
Nowadays many currencies are _____. Therefore, many people prefer to buy gold with their money rather than deposit it in a bank.
3. *satisfactory*
The design of the kitchen is very _____; the icebox is next to the stove and there is not sufficient cupboard space.
4. *load*
The soldiers are required to _____ their guns for safety reasons.
5. *understand*
Through various kinds of talks, the two countries have obtained sympathetic _____ of each other's viewpoints.
6. *conscious*
People interested in a conversation may be quite _____ of the lateness of the hour or the coldness of the room.
7. *ultimate*

Some experts predict that population pressure will _____ oblige us to find ways of cultivating the deserts.

8. *use*

My teacher has crossed out some words in my composition and told me that these words have virtually dropped out of _____ today.

9. *thirsty*

The parents do not find it easy to satisfy the child's _____ for knowledge, so they have decided to send him to the best university.

10. *terrible*

Take good care of the child if there is a storm as he is _____ afraid of lightning.

11. *tempt*

The thief confessed that the sight of such a big sum of money on the table had been too strong a _____ to him.

12. *stiff*

Gazing at the acrobat's performance, the boy _____ with astonishment.

13. *stick*

The _____ bottle of fruit juice is not easy to clean; just throw it away.

14. *steady*

For the last six months, fortunately, food prices have been going down _____.

15. *short*

Because of the _____ of coal in England, atomic power stations have been developed and attempts are also being made to use natural gas as a source of power.

Ex. 8

Cloze

Hundreds of years ago, people attempted to gain a basic understanding of the world _____ (1) _____ they lived. These people thought that things around them had minds of their own. In fact, they believed that all the natural things in the world may have human _____ (2) _____. They thought, for example, that when the sea was rough, it was

1. a) above which
b) under which
c) in which
d) on which

2. a) minds
b) activities
c) behaviour
d) characteristics

- (3) its anger. The sun, on the other hand, was considered kind, for the (4) it brought to life. Today we often talk about the difficult life of these early people. Their usual (5) natural events was horror; they could not afford to see any (6) reflected in nature. Their lives were (7) than an endless struggle for (8). Only through physical accomplishments (9) deal with the (10) elements of nature, which they considered to be psychological forces.
3. a) known for b) due to
c) assumed to d) supposed to
4. a) heat b) anxiety
c) warmth d) temperature
5. a) reaction to
b) understanding of
c) belief of
d) anxiety over
6. a) usage b) temptation
c) memory d) humour
7. a) only better
b) nothing more
c) not better
d) something better
8. a) contribution b) power
c) existence d) humour
9. a) could they
b) they could
c) they will
d) will they
10. a) defect b) natural
c) dramatic d) complex

Ex. 9

You are required to write a 4-paragraph composition according to the outline given below. Your composition should be about 120 to 150 words in length and you are allowed 30 minutes to finish it.

Problems with Using Postcodes

1. Some problems with postcodes despite their advantages.
2. Difficulty in sorting letters with code numbers not written clearly.
3. Inconveniences of finding or remembering the six-number postcodes.
4. Inability to bring into full play the advantages of postcodes when these problems are unsolved.