

# 大学英语 阅读与写作 (4)

熊金才 主编 程中文 副主编

中南工业大学出版社

4

# 大学英语阅读与写作(4)

College English Reading and Writing (4)

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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，第3册放在段落写作上，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。

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，湖南大学王俊、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、易文；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。

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

一九九一年六月

## 使用 说 明

《大学英语阅读与写作(第4册)》是根据国家教委审定的《大学英语教学大纲(理工科本科用)》及《大学英语四级统考考试大纲》对阅读与写作的要求而编写的一本新型教材。

本教材在吸取原有阅读教材长处的基础上,推陈出新,把快速阅读、泛读与写作三者有机地结合起来,使读与写互为作用,共同提高,是训练阅读速度,增强阅读效果,提高写作水平和应试能力的新尝试。

本教材以大学英语四级统考作文的命题方式为线索,选编了体裁多样、内容丰富,知识性、实用性与趣味性三者兼具的各类文章共七十二篇,统编为五章、十八单元,分别讲述了文章摘要(1—4单元)、段首句作文(5—8单元)、情景作文(9—11单元)、关键词作文(12—15单元)和英文书信(16—18单元)等五类作文题型的写作技巧和方

法。本教材每单元包括四篇文章,其中前三篇为必读部分,第四篇为课外阅读。必读课后的练习有快速阅读、多重选择和写作三种形式。课外阅读只附多重选择一种练习,书后附有答案,以便学生自检。

因时间仓促,水平有限,教材中错误及不妥之处在所难免。希望使用该书的读者提出批评意见,以便及时修改。

编 者

一九九一年六月

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# Unit One

## 1. The Growth of Population

The growth of population during the past few centuries is no proof that population will continue to grow straight upward toward infinity and doom. On the contrary, demographic history offers evidence that population growth has not been at all constant. According to paleo-ecologist Edward Deevey, the past million years show three momentous changes. The first, a rapid increase in population around one million B. C. followed the innovations of tool-making and tool-using. But when the new power from the use of tools had been exploited, the rate of world population growth fell and became almost stable.

The next rapid jump in population started perhaps 10,000 years ago, when men began to keep herds, plow and plant the earth. Once again when initial productivity gains had been absorbed, the rate of population growth abated.

These two episodes suggest that the third great change, the present rapid growth, which began in the West between 250 and 350 years ago, may also slow down when, or if technology begins to yield fewer innovations. Of course, the current knowledge revolution may continue without foreseeable end. Either way—contrary to popular belief in constant geometric growth—population can be expected in the long run to adjust to productivity. And when one takes this view, population growth is seen to represent economic progress and human triumph rather than social failure.

### Exercises

I (A): Scanning: scan through the text and write down the significant demographic Changes ever occurred in the past one million years.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(B): Skimming: Skim through the text and give each paragraph a topic sentence. If a paragraph contains one of its own, mark it in your textbook.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### II. Multiple Choice;

1. According to the passage, which statement is considered incorrect?  
A. Human population expands at an exponential rate.



- B. Population growth has shown fluctuation in demographic history.
  - C. Population growth can not be regarded as a social failure.
  - D. Increase in population is related to productivity.
2. In the passage, when did the first significant, demographic change occur?
    - A. Three to four centuries ago.
    - B. Ten thousand years ago.
    - C. At a time when steamed engine was invented.
    - D. At a time when human beings began to use tools.
  3. What did human beings learn to do when the 2nd demographic change took place?
    - A. To use stone.
    - B. To plant the earth.
    - C. To build aircraft.
    - D. To derive automobiles.
  4. What is found to have close relationship with rapid increase in population?
    - A. War between 2 countries.
    - B. Ways discovered to increase productivity.
    - C. Migration from a continent to another continent.
    - D. A new religion beginning to be accepted by people.
  5. What can be concluded when the current tide of knowledge revolution ebbs?
    - A. Productivity will rise.
    - B. Productivity will receive no impact.
    - C. Population growth will slow down.
    - D. Population growth will become accelerated.
  6. What is the concept most people have on population growth?
    - A. The population is always in constant geometric growth.
    - B. Rapid growth is followed by stable growth.
    - C. Decelerated growth is following by a decline.
    - D. No growth at all.

## 2. Economic Systems

There are various ways in which individual economic units can interact with one another. Three basic ways may be described as the market system, the administered system, and the traditional system.

In a market system individual economic units are free to interact among each other in the marketplace. It is possible to buy commodities from other economic units or sell commodities to them. In a market, transactions may take place via barter or money exchange. In a barter economy, real goods such as automobiles,

shoes, and pizzas are traded against each other. Obviously, finding somebody who wants to trade my old car in exchange for a sailboat may not always be an easy task. Hence, the introduction of money as a medium of exchange eases transactions considerably. In the modern market economy, goods and services are bought or sold for money.

An alternative to the market system is administrative control by some agency over all transactions. This agency will issue edicts or commands as to how much of each good and service should be produced, exchanged, and consumed by each economic unit. Central planning may be one way of administering such an economy. The central plan, drawn up by the government, shows the amounts of each commodity produced by the various firms and allocated to different households for consumption. This is an example of complete planning of production, consumption, and exchange for the whole economy.

In a traditional society, production and consumption patterns are governed by tradition; every person's place within the economic system is fixed by parentage, religion, and custom. Transactions take place on the basis of tradition, too. People belonging to a certain group or caste may have an obligation to care for other persons, provide them with food and shelter, care for their health, and promote the education. Clearly, in a system where every decision is made on the basis of tradition alone, progress may be difficult to achieve. A stagnant society may result.

#### Exercises

- I. Skimming. Skim through the text and give each paragraph a topic sentence. If a paragraph contains one of its own, mark it in your textbook.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### II. Multiple Choice.

1. What is the main purpose of the passage?
  - A. To outline contrasting type of economic systems.
  - B. To explain the science of economics.
  - C. To argue for the superiority of one economic system.
  - D. To compare barter and money-exchange markets.
2. In the second paragraph, the word 'real' in 'real goods' could best be replaced by which of the following?
  - A. high quality
  - B. concrete
  - C. utter
  - D. authentic
3. According to the passage, a barter economy can lead to

- A. rapid speed of transactions.
  - B. misunderstanding
  - C. inflation
  - D. difficulties for the traders
4. According to the passage, who has the greatest degree of control in an administrative system?
- A. Individual households.
  - B. Small businesses.
  - C. Major corporations.
  - D. The government.
5. Which of the following is NOT mentioned by the author as a criterion for determining a person's place in a traditional society?
- A. Family background
  - B. Age
  - C. Religious belief
  - D. Custom

## I. Writing

Directions: Summarize the main idea of the text in no more than 80 words following the procedures given below.

1. Read the passage through carefully and put down the important points essential to the expression of the main idea.
2. Put the important points together following a logical order, then summarize the main idea in your own words.

### 3. Television

Television—that most pervasive and persuasive of modern technologies, marked by rapid change and growth—is moving into a new era, an era of extraordinary sophistication and versatility, which promises to reshape our lives and our world. It is an electronic revolution of sorts, made possible by the marriage of television and computer technologies.

The word 'television', derived from its Greek (tele, distant) and Latin (visio; sight) roots, can literally be interpreted as sight from a distance. Very simply put, it works in this way: through a sophisticated system of electronics, television provides the capability of converting an image (focused on a special photoconductive plate within a camera) into electronic impulses, which can be sent through a wire or cable. These impulses, when fed into a receiver (television set), can then be electronically reconstituted into that same image.

Television is more than just an electronics system, however. It is a means of expression, as well as a vehicle for communication, and as such becomes a powerful tool for reaching other human beings.

The field of television can be divided into two categories determined by its means of transmission. First, there is broadcast television, which reaches the masses through broad-based airwave transmission of television signals. Second, there is nonbroadcast television, which provides for the needs of individuals or specific interest groups through controlled transmission techniques.

Traditionally, television has been a medium of the masses. We are most familiar with broadcast television because it has been with us for about thirty-seven years in a form similar to what exists today. During those years, it has been controlled, for the most part, by the broadcast networks, ABC, NBC and CBS, who have been the major purveyors of news, information, and entertainment. These giants of broadcasting have actually shaped not only television but our perception of it as well. We have come to look upon the picture tube as a source of entertainment, placing our role in this dynamic medium as the passive viewer.

#### Exercises

##### I. Skimming:

Skim through the text and give each paragraph a topic sentence. If a paragraph contains one of its own, mark it in your textbook.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

##### I. Multiple Choice

1. With what topic is the passage primarily concerned?
  - A. Recent changes in modern technology.
  - B. The marriage of broadcasting giants.
  - C. The role of television in today's society.
  - D. The content of broadcast television programs.
2. What is the literal meaning of the word 'television'?
  - A. Medium of the masses.
  - B. Sight from a distance.
  - C. Airwave transmission.
  - D. Vehicle for communication.
3. In the second paragraph the word 'put' could best be replaced by which of the following?
  - A. expressed.
  - B. asked.
  - C. placed.
  - D. inserted.
4. Which of the following is NOT mentioned in the passage as a function of electronics in television transmission?

- A. The conversion of an image into electronic impulses.
  - B. The sending of impulses through a wire cable.
  - C. The changing of one image into another image.
  - D. The feeding of impulses into a receiver.
5. What field of television is intended for specific groups?
- A. Broad-based
  - B. Reconstituted
  - C. Traditional
  - D. Nonbroadcast

### III. Writing

Directions: Summarize the main idea of the passage in no more than 80 words, following the procedures given below:

1. Read the passage through carefully and put down the important points essential to the expression of the main idea.
2. Put the important points together following a logical order, then summarize the main idea in your own words.

## Writing Skills:

### Summary-writing

#### I. Introduction

Summary-writing is an exercise in compression. It is the gist or main theme of a passage which should be expressed in as few words as possible. It should be brief, clear and full, including all the essential points, so that anyone who reads it may be able to grasp the main points and general effect of the passage summarised.

Summary-writing is a very good exercise in writing a composition. It teaches one how to express one's ideas clearly, concisely and logically. In a summary, people have to write within strict word limits, which is usually no more than one third or one fourth of the original. So, to write summaries, one learns to choose his words carefully and to construct his sentences with an eye to fullness combined with brevity.

Summary-writing is also a very good exercise in reading. It forces one to read with both his mind and his eye on the page. He has to pay great attention to what he reads, or he would not be able to grasp the main points. So this is an excellent training in concentration of attention.

#### II. Method and Procedure

Summary-writing means intensive brain-work. To grasp the main points of a passage and compress them into a summary means concentrated work. Here, close

attention and hard thinking are required.

### 1 . Reading

- 1 ) First read the passage through carefully, but not too slowly, to get a general idea of its meaning.
- 2 ) Read the passage a second time. This time make sure of the meaning of each sentence, phrase and word. Consult a dictionary when it is necessary.
- 3 ) Select and put down the important points essential to the expression of the main theme. Read the passage a third time if necessary.

### 2 . Writing

- 1 ) Write an outline for the summary, with the help of the notes taken during the reading. Make sure that all the main points are included and they are listed in a strictly logical order.
- 2 ) The summary should be in the own words of the student. It must not be a patchwork made up of phrases and sentences quoted from the original.
- 3 ) The summary must be a connected whole. It may be divided into sections or paragraphs, according to the changes in the original. But these sections and paragraphs must not appear as separate notes, but must be joined together so that they can be read continuously.
- 4 ) The summary should be complete. It must convey all the important points so that the reader of the summary can get a full and clear idea of the original without referring to the original.
- 5 ) The summary should be faithful to the original. Add nothing, make no comment, correct no facts.
- 6 ) The summary should be in simple, direct, grammatical and idiomatic English. All the direct speech in the original should be changed into indirect speech in the summary.

### 3 . Revision

When you have worked out the final draft, you should carefully revise it before you write out the fair copy. Be sure that its length is within the limits prescribed. Compare it with the original to see that no important point is omitted. See whether it reads well as a connected whole, and correct any mistakes in spelling and punctuation, grammar and idiom.

## 4. Oil Industry

The Norwegian Government is doing its best to keep the oil industry under control. A new law limits exploration to an area south of the southern end of the long coastline, production limits have been laid down (though these have already been raised); and oil companies have not been allowed to employ more than a

limited number of foreign workers. But the oil industry has a way of getting over such problems, and few people believe that the Government will be able to hold things back for long. As one Norwegian politician said last week, "We will soon be changed beyond all recognition" .

Ever since the war, the Government has been carrying out a programme of development in the area north of the Arctic Circle. During the past few years this programme has had a great deal of success; Tromsø has been built up into a local capital with a university, a large hospital and a healthy industry. But the oil industry has already started to draw people south, and within a few years the whole northern policy could be in ruins.

The effects of the oil industry would not be limited to the north, however. With nearly 100 per cent employment, everyone can see a situation developing in which the service industries and the tourist industry will lose most of their workers to the oil industry. Some smaller industries might even disappear altogether when it becomes cheaper to buy goods from abroad.

The real argument over oil is its threat to the Norwegian way of life. Farmers and fishermen do not make up most of the population, but they are an important part of it because Norwegians see in them many of the qualities that they regard with pride as essentially Norwegian. And it is the farmers and the fishermen who are most critical of the oil industry because of the damage that it might cause to the countryside and to the sea.

#### Exercise

##### Multiple Choice

- 1 . The Norwegian Government would prefer the oil industry to
  - A. provide more jobs for foreign workers.
  - B. slow down the rate of its development.
  - C. sell the oil it is producing abroad.
  - D. develop more quickly thanat present.
- 2 . The Norwegian Government has tried to
  - A. encourage the oil companies to discover new oil sources.
  - B. prevent oil companies employing people from northern Norway.
  - C. help the oil companies solve many of their problems.
  - D. keep the oil industry to something near its present size.
- 3 . According to the passage the oil industry might lead in northern Norway to
  - A. the development of industry.
  - B. a growth in population.
  - C. the failure of the development programme.
  - D. the development of new towns.
- 4 . In the south, one effect of the development of the oil industry might be



- A. a large reduction in unemployment.
  - B. a growth in the tourist industry.
  - C. a reduction in the number of existing industries.
  - D. the development of a number of service industries.
5. Norwegian farmers and fishermen have an important influence because
- A. they form such a large part of Norwegian society.
  - B. their lives and values represent the Norwegian ideal.
  - C. their work is so useful to the rest of Norwegian society.
  - D. they regard oil as a threat to the Norwegian way of life.

## Unit Two

### 5. Shopping

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants and his objective is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on proceeds at once. All being well, the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone's satisfaction.

For a man, slight problems may begin when the shop does not have what he wants, or does not have exactly what he wants. In that case the salesman, as the name implies, tries to sell the customer something else. He offers the nearest he can to the article required. No good salesman brings out such a substitute bluntly; he does so with skill and polish: "I know this jacket is not the style you want, sir, but would you like to try it for size? It happens to be the colour you mentioned." Few men have patience with this treatment, and the usual response is: "This is the right colour and may be the right size, but I should be wasting my time and yours by trying it on."

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only "having a look round." She is always open to persuasion; indeed she sets great store by what the saleswoman tells her, even by what companions tell her. She will try on any number of things. Uppermost in her mind is the thought of finding something that everyone thinks suits her. Contrary to a lot of jokes, most women have an excellent sense of value when they buy clothes. They are always on the lookout for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one rail to another, to and fro, often retracing her steps, before selecting the dresses she wants to try on. It is a laborious process, but apparently an enjoyable one. Most dress shops provide chairs for the waiting husbands.

#### Exercises

- I (A). Scanning: Scan through the text and pick out the differences between men and women shoppers (at least four points)