

国家教育部
推荐使用
大学英语教材

总主编 王海啸 李霄翔

新世纪
大学英语系列教材
读写教程
第4册

主编 王海啸

南京大学出版社

READING &
WRITING

New Century College English

新世纪大学英语系列教材

总主编 王海啸 李霄翔

Reading and Writing

读写教程

第4册

主 编 王海啸

审 读 Wayne Wenchao He

南京大学出版社

图书在版编目(CIP)数据

读写教程. 第4册/王海啸主编. —南京: 南京大学出版社, 2002.8

新世纪大学英语系列教材

ISBN 7-305-03825-3

I. 读... II. 王... III. ①英语-阅读教学-高等学校-教材 ②英语-写作-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 059656 号

丛 书 名 新世纪大学英语系列教材
书 名 读写教程(第4册)
主 编 王海啸
审 读 Wayne Wenchao He.
出版发行 南京大学出版社
本册策划 丁芳芳
责任编辑 丁芳芳
社 址 南京市汉口路22号 邮编 210093
电 话 025-83596923 025-83592317 传真 025-83328362
网 址 <http://www.njupress.com>
电子函件 nupress1@public1.ptt.js.cn
经 销 全国新华书店
印 刷 扬州鑫华印刷有限公司
开 本 787×1092 1/16 印张 20 字数 650 千
版 次 2002年8月第1版 2005年8月第4次印刷
ISBN 7-305-03825-3/H·319
定 价 24.00 元

* 版权所有,侵权必究

* 凡购买南大版图书,如有印装质量问题,请与所购图书销售部门联系调换

新世纪 大学英语系列教材

总策划 任天石 金 眉 丁芳芳
总主编 王海啸 李霄翔

读写教程(1—4 册)
主编 王海啸

听说教程(1—4 册)
主编 李霄翔

阅读大观(1—4 册)
主编 吴鼎民

综合练习(1—4 册)
主编 王开玉

总 序

新世纪大学英语系列教材是一套面向大学英语学生的综合性系列教材。本教材以江苏省高校外国语教学研究会为依托,由南京大学、东南大学、南京航空航天大学 and 南京师范大学等多所著名高校联合开发。本套教材以现代应用语言学理论为指导,融入了各主编高校所承担的教育部和江苏省大学英语教学改革以及其他科研项目研究成果,同时也反映了国内其他高校在大学英语教学改革中所取得的最新成果。

本套教材由《读写教程》、《听说教程》、《阅读大观》和《综合训练》四个系列组成,它们分别由南京大学、东南大学、南京航空航天大学 and 南京师范大学主编。

为适应新世纪对大学英语所提出的更新、更高的要求,本套教材在编写思路和编写体系方面力图有所创新。这主要体现在以下几个方面:

一、强调基础知识学习、基本技能训练与语言应用能力培养的有机结合。大学英语教学的目的是培养学生语言应用能力,然而应用能力的培养必须建立在扎实的语言基础之上。因此,从英语教学的实际需要出发,本套教材注重在帮助学生打好语言基本功的同时,为学生提供大量的旨在提高语言应用能力的教学指导与练习,以帮助学生将课本知识与课堂学习内容有效地转化为语言能力。在知识与技能的介绍上力争系统、全面,在练习的设计上重视交际性、趣味性与科学性的统一。在具体安排上,《读写教程》、《听说教程》和《阅读大观》将学习与练习并重,《综合练习》则侧重基本功训练。

二、强调语言学习与文化素质培养的有机结合。英语学习是大学生综合素质教育的一个重要组成部分。同时,文化知识的学习也是有效提高语言能力的一个重要前提。因此,本套教材从综合素质培养的角度出发,将大量与英语学习相关的文化知识贯穿于教学的全过程。这尤其体现在《听说教程》和《阅读大观》这两个系列中。这两个系列以与学生生活密切相关的话题为主线,广泛选择不同题材的文章,帮助学生对外国国家的各种文化背景、风俗习惯、礼仪人情等种种知识内容的学习和了解。通过培养学生良好的文化素养和综合的语

言运用能力,为其以后适应现代社会的各种复杂要求打下良好的语言基础。

三、强调读、听、写、说、译等语言技能的协调发展。为适应现代社会对人才培养的需要,本系列教材在学生的语言技能培养上,除了传统的阅读技巧外,注重读、听、写、说、译的结合。这尤其是体现在《读写教程》和《听说教程》这两个系列上。这两个系列的教材分别从阅读和听音入手,一方面训练读和听的能力,另一方面引入话题与相关信息。然后在此基础上展开写、说和译等技能的训练,使学生言之有物。

教学改革,贵在探索。无论从哪个角度来说,我们都深知本系列教材还存在许多的不足。它的价值,也许更多地体现在外语界各位同仁探索大学英语教学改革的决心和勇气。因此,我们期待着更多的批评、建议以及积极的参与,在解决目前存在的各种教学问题的同时,完善我们的教材,完善新的教学体系。在探索大学教育现代化的道路上,留下我们共同的足迹。

李秉新

2000年6月

前 言

随着中学阶段的结束,英语教学可谓完成了第一个过程。中学教育使学生们系统地学习了基础英语语法,掌握了 1800 个左右的常用词汇,获得了初步的读、听、写、说、译等技能。进入大学阶段,英语教学应该在更高的起点上进入一个新的过程,这个过程应该在更大程度上帮助学生实现从语言知识积累到语言运用能力提高的转变,从孤立的语言现象学习到综合语言能力培养的转变。这既是英语学习自身的需要,也是新世纪对英语教学所提出的要求。为此,我们编写了大学英语《读写教程》。

本教程为“新世纪大学英语系列教材”的一个系列,侧重学生阅读和写作能力的培养,同时兼顾其他能力的训练。本教材共分两大部分,第一部分由一、二两册组成,主要探讨不同体裁文章的阅读方法以及句子和段落层次的写作方式。第二部分由三、四两册组成,侧重对各种阅读理解方法的训练,并着力提高学习者篇章层次的写作能力。整个教学过程注重阅读和写作的有机结合,知识学习与技能训练的有机结合,语言知识和社会文化知识的有机结合。编者希望本系列教材能为大学英语教师和学生达到大学英语教学大纲的要求的努力中架起一道更为便捷的桥梁。

本教程的第三、第四册各包含十个单元,每一个单元都由四个部分组成。第一部分侧重阅读技能的训练,第二部分侧重词汇学习,第三部分主要训练写的能力,第四部分为文学欣赏。在第一部分所介绍的两篇文章中,前一篇可作为一般阅读课文,后一篇可作为精读课文。为方便读者的学习,精读课文后配有详细的生词表,词表分参考词汇与必学词汇。在参考词汇的生词表中,标有“*”号的为大学英语六级后词汇,其他为超纲词汇。在必学词汇的生词表中,标有“*”号的为大学英语六级词汇,其他均为四级词汇。

本册教材为大学英语《读写教程》的第四册,供大学英语四级教学使用。参加本教材编写的人员有王海晔、王典民、李寄、吴秀霞、郭廉彰、张沂昀、周莹、沈蕾、全亚莉、陆晓、庄红、朱中生等,并承纽约大学的 Wayne Wenchao He 博士审读全部文稿。

本教材的编写出版得到了南京大学出版社的大力支持,我们在此表示衷心感谢。

由于时间仓促,编写者水平有限,本教程一定存在许多不尽人意之处,敬请广大师生批评指正。

编者

2002 年 6 月

CONTENTS

Unit One	1
Part A: Reading Skills—Making Inferences (I)	1
Reading Selection One: The Ugly Truth about Beauty	5
Reading Selection Two: Sex, Lies and Conversation	9
Part B: Vocabulary Skills	15
Part C: Guided Writing and Translation	21
Description(I)	21
Part D: Literary Appreciation	24
Unit Two	30
Part A: Reading Skills—Making Inferences (II)	30
Reading Selection One: Kids Today: Dumb and Dumber?	34
Reading Selection Two: E equals MC-what?	40
Part B: Vocabulary Skills	46
Part C: Guided Writing and Translation	51
Description(II)	51
Part D: Literary Appreciation	55
Unit Three	65
Part A: Reading Skills—Drawing Conclusions (I)	65
Reading Selection One: Young Cyber Addicts	68
Reading Selection Two: Freedom of Expression on the Internet	73
Part B: Vocabulary Skills	78
Part C: Guided Writing and Translation	85
Exposition (I)	85
Part D: Literary Appreciation	88
Unit Four	94
Part A: Reading Skills—Drawing Conclusions (II)	94

Reading Selection One: Drop of Blood Reveals Family History.....	98
Reading Selection Two: Designing the Superman.....	102
Part B: Vocabulary Skills.....	108
Part C: Guided Writing and Translation.....	115
Exposition(II).....	115
Part D: Literary Appreciation.....	118
Unit Five.....	127
Part A: Reading Skills—Making Judgments.....	127
Reading Selection One: Perils of Prohibition.....	131
Reading Selection Two: You Don't Have to Be Perfect.....	135
Part B: Vocabulary Skills.....	141
Part C: Guided Writing and Translation.....	147
Parallelism(I).....	147
Part D: Literary Appreciation.....	150
Unit Six.....	158
Part A: Reading Skills—Recognizing Tones (I).....	158
Reading Selection One: Mind/Body Programming.....	162
Reading Selection Two: Do Animals Think?.....	166
Part B: Vocabulary Skills.....	171
Part C: Guided Writing and Translation.....	177
Parallelism(II).....	177
Part D: Literary Appreciation.....	182
Unit Seven.....	186
Part A: Reading Skills—Recognizing Tones (II).....	186
Reading Selection One: Electric Tales –21st Century Books.....	190
Reading Selection Two: Cars of the Future Come under Scrutiny.....	193
Part B: Vocabulary Skills.....	199
Part C: Guided Writing and Translation.....	206
Argumentation(I).....	206
Part D: Literary Appreciation.....	209
Unit Eight.....	217
Part A: Reading Skills—Reading with a Critical and Analytical Mind.....	217

Reading Selection One: Meanwhile on MTV, They're Shooting Up Classrooms	220
Reading Selection Two: A Trend in Suburban Shootings	225
Part B: Vocabulary Skills	231
Part C: Guided Writing and Translation	238
Argumentation(II)	238
Part D: Literary Appreciation	241
Unit Nine	249
Part A: Reading Skills—Reading for Full Understanding (I)	249
Reading Selection One: Finding Spirit on the Subway	255
Reading Selection Two: Senior Ready to Launch His Career And a Company	258
Part B: Vocabulary Skills	264
Part C: Guided Writing and Translation	270
Development by a Combination of Methods	270
Part D: Literary Appreciation	272
Unit Ten	278
Part A: Reading Skills—Reading for Full Understanding (II)	278
Reading Selection One: Problematic or promising?	283
Reading Selection Two: The Worst Mistake in the History of the Human Race	288
Part B: Vocabulary Skills	295
Part C: Guided Writing and Translation	301
Tips for Writing Through the CET-4	301
Part D: Literary Appreciation	303

Unit One

Part A: Reading Skills: Making Inferences (I)

Inference is a process of reasoning in which the reader arrives at the meaning of a text which is intended by the author and not expressed openly or directly. In making an inference, the reader is required firstly to read carefully the related evidence and fully understand its meaning. Based on such an understanding, the reader then goes beyond the printed words, and by reading between the lines, arrives at the hidden meaning of the text.

*Good inferences depend to a large extent on the reader's awareness of the distinction between the **denotation** and the **connotation** of words. Normally, all content words have certain general denotations (or definitions). In addition to this aspect of meaning, a word may carry with it some associated¹ meanings or connotations. For example, the definition of "mother" is "a female parent," but the associated meanings of the word may include "love, care, warmth, guardian, tenderness."*

Synonyms often contain different shades of meaning. For instance, with the meaning of "thin," "slim" is regarded as a compliment;² "delicate" suggests weakness; "skinny" is uncomplimentary, and "emaciated" means thinness due to starvation. The word "residence" obviously lacks the warmth, comfort and security associated with "home" although they both mean "a place where someone lives." So, the reader should be responsive to the subtle meanings of words, particularly the descriptive words such as nouns, verbs, adjectives and adverbs, and find out what lies behind them.

Practice

Read the following passages and answer the questions given after:

1

Weather routing is, simply put, a method of planning a course of travel around and through bad weather. It is the shortest course, generally, in terms of both time and risk. It is an instrument of control and efficiency in navigation, a means to greater safety and speed.

¹ associated: related

² compliment: 恭维话, 赞辞; 敬意, 礼仪

Reading and Writing

In recent years weather routing has been very much refined, yet as an idea, it is new. Men have long been helpless before the weather and, like other creatures, have withdrawn in fear and simply suffered catastrophe. Those who exposed most suffered most, and these were mariners. But centuries of ill-tempered skies and quiet seas taught them both caution and courage. They understood the wind's message and faced with confidence or feared with reason the motions of the sea and sky.

1. It can be inferred from the passage that weather routing _____.
 - A. does away with all known dangers
 - B. is opposed by pilots and navigators
 - C. is not a guarantee against all risks
 - D. was practiced by early mariners
2. The passage suggests that safe travel often depends on _____.
 - A. understanding the weather and careful planning
 - B. safe equipment and self-confidence
 - C. simple luck and common sense
 - D. light winds and clear skies

2

On Sunday, October 8, 1871, the town of Peshtigo in the North Wisconsin woods lay baked and sultry¹ in the autumn heat. The air was eerie² in its stillness. Old-timer John Cameron recalled, "Not a crow, not a bird of any kind was heard to call." Over the past three months, crews building the North Western railroad nearby had been burning leftover timber. In the small, quiet town of Peshtigo, every man, woman, and child had eyes streaked³ with red. Shortly after 9 o'clock that Sunday evening, a low moaning could be heard far off in the timber. It soon became a steady roar, and folks began to emerge curiously from their doors. Suddenly a whirling slab of fire came hurtling out of nowhere and dropped onto the sawdust⁴ street. Within moments, a seething,⁵ soaring hell broke loose, and a hurricane of fire turned some 700 people to white ash and black cinder.

1. The quotation "Not a crow, not a bird of any kind was heard to call," suggests that _____.

¹ **sultry**: very hot and humid

² **eerie**: unnatural

³ **streak**: 加纹理于, 加条纹于

⁴ **sawdust**: 锯屑

⁵ **seethe**: 煮滚; 沸滚

- A. all the birds had been killed by the fire
 B. wildlife is often sensitive to approaching danger
 C. birds are quiet during the autumn months
 D. all forms of wildlife had fled the area
2. The paragraph suggests that the fire was directly caused by _____.
 A. persistent hot weather
 B. careless burning by railroad crews
 C. a neglected campfire
 D. a lightning storm

3

The term "satellite city" is used to describe the relationship between a large city and neighboring smaller cities and towns that are economically dependent upon it. Satellite cities may be collection and distribution points in the commercial linkage of a trading metropolis, or they may be manufacturing or mining centers existing with one-industry economies as the creatures of some nearby center. This latter form is what is generally meant when one uses the term "satellite city." Taken in this sense, nineteenth-century Chicopee and Lowell, Massachusetts, were satellites of Boston. Both were mill towns created by Boston investors to serve the economy of that New England metropolis. Located on cheap land along water-power sites in the midst of a farming region that could supply ample labor, they were satellites in the full sense of the term. Pullman, Illinois, and Gary, Indiana, were likewise one-industry towns created in conjunction with¹ the much broader economy of nearby Chicago. Such places, as Vera Schlakman and Stanley Buder have pointed in their excellent urban² biographies, had a one-dimensional quality, a lack of social vigor. These cities could not stand alone; they were in a sense colonies of a multifunctional mother city.

1. Which of the following is a characteristic of a satellite city?
 A. It is a self-sufficient community.
 B. It offers cheap land to people.
 C. It tends to concentrate on a single product.
 D. It lies within a space station orbiting Earth.
2. It can be inferred from the passage Vera Schlakman and Stanley Buder are _____.
 A. authors
 B. investors
 C. social workers
 D. factory workers
3. It can be inferred from the passage that Vera Schlakman and Stanley Buder would describe the economics of towns like Pullman and Gary as _____.

¹ in conjunction with: 与.....共同

² urban: of, relating to, or located in a city

Reading and Writing

- A. diversified
- C. vigorous

- B. dependent
- D. primitive

4

There is much discussion today about whether economic growth is desirable. At an earlier period, our desire for material wealth may have been justified. Now, however, this desire for more than we need is causing serious problems. Even though we have good intentions, we may be producing too much, too fast.

Those who criticize economic growth argue that we must slow down. They believe that society is approaching certain limits on growth. These include the fixed supply of natural resources, the possible negative effects of industry on the natural environment, and the continuing increase in the world's population. As society reaches these limits, economic growth can no longer continue, and the quality of life will decrease.

People who want more economic growth, on the other hand, argue that even at the present growth rate there are still many poor people in the world. These proponents of economic growth believe that only more growth can create the capital needed to improve the quality of life in the world. Furthermore, they argue that only continued growth can provide the financial resources required to protect our natural surroundings from industrialization.

This debate over the desirability of continued economic growth is of vital importance to business and industry. If those who argue against economic growth are correct, the problems they mention cannot be ignored. To find a solution, economists and the business community must pay attention to these problems and continue discussing them with one another.

1. It can be inferred that in the past _____.
 - A. there was much argument over economic growth
 - B. people were worried about the negative effects of industrialization
 - C. people demanded justification for the fast economic growth
 - D. there were good reasons to develop economy
2. What can be inferred about natural resources?
 - A. Natural resources are not inexhaustible and may be used up.
 - B. Economic growth allows people to find new natural resources.
 - C. Industrial development will pave the way for the protection of natural resources.
 - D. The limited natural resources bring negative results to industry.
3. We may assume that proponents of economic growth are more interested in _____.
 - A. helping the poor people
 - B. protecting natural environment

C. becoming wealthier

D. finding more financial resources

Reading Selection One**The Ugly Truth about Beauty***By Dave Barry*

If you're a man, at some point a woman will ask you how she looks. [1]

"How do I look?" she'll ask.

You must be careful how you answer this question. The best technique is to form an honest yet sensitive opinion, then collapse¹ on the floor with some kind of fatal seizure.² Trust me, this is the easiest way out. Because you will never come up with the right answer. [5]

The problem is that women generally do not think of their looks in the same way that men do. Most men form an opinion of how they look in seventh grade, and they stick to it for the rest of their lives. Some men form the opinion that they are irresistibly handsome and they do not change this opinion even when their noses bloat³ to the size of eggplants and their eyebrows grow together to form what appears to be a giant forehead-dwelling tropical caterpillar.⁴ [10] [15]

Most men, I believe, think of themselves as average-looking. Men will think this even if their faces cause heart failure in cattle at a range of 300 yards. Being average does not bother them; average is fine, for men. This is why men never ask anybody how they look. Their primary form of beauty care is to shave themselves, which is essentially the same form of beauty care that they give to their lawns. If, at the end of his four-minute daily beauty regimen,⁵ a man has managed to wipe most of the shaving cream out of his hair and is not bleeding too badly, he feels that he has done all he can, so he stops thinking about his appearance and devotes his mind to [20] [25]

¹ collapse: 倒下

² seizure: (疾病的)突然发作

³ bloat: 膨胀; 肿大

⁴ caterpillar: 毛虫

⁵ regimen: 养生法

more critical issues, such as the Super Bowl.¹

30

Women do not look at themselves this way. If I had to express, in three words, what I believe most women think about their appearance, those words would be: "not good enough." No matter how attractive a woman may appear to be to others, when she looks at herself in the mirror, she thinks: woof. She thinks that at any moment a municipal² animal-control officer is going to throw a net over her and haul her off to the shelter.

35

Why do women have such low self-esteem? There are many complex psychological and societal reasons, by which I mean Barbie. Girls grow up playing with a doll proportioned such that, if it were a human, it would be seven feet tall and weigh 81 pounds, of which 53 pounds would be bosoms. This is a difficult appearance standard to live up to, especially when you contrast it with the standard set for little boys by their dolls ... excuse me, by their action figures. Most of the action figures that my son played with when he was little were hideous³-looking. For example, he was very fond of an action figure (part of the He-Man series) called "Buzz-Off," who was part human, part flying insect. Buzz-Off was not a looker. But he was extremely self-confident. You could not imagine Buzz-Off saying to the other action figures: Do you think these wings make my hips look big?"

40

45

50

But women grow up thinking they need to look like Barbie, which for most women is impossible, although there is a multibillion-dollar beauty industry devoted to convincing women that they must try. I once saw an Oprah show wherein supermodel Cindy Crawford dispensed⁴ makeup tips to the studio audience. Cindy had all these middle-aged women applying beauty products to their faces; she stressed how important it was to apply them in a certain way, using the tips of their fingers. All the women dutifully did this, even though it was obvious to any sane observer that, no matter how carefully they applied these products, they would never look remotely like Cindy Crawford, who is some kind of genetic⁵ mutation.

55

60

65

¹ **Super Bowl:** 超级杯赛 (美国全国橄榄球联合会每年举行一次的决赛)

² **municipal:** 市政的

³ **hideous:** 丑恶的

⁴ **dispense:** give

⁵ **genetic:** 遗传的

I'm not saying that men are superior. I'm just saying that you're not going to get a group of middle-aged men to sit in a room and apply cosmetics to themselves under the instruction of Brad Pitt, in hopes of looking more like him. Men would realize that this task was pointless and demeaning.¹ They would find some way to bolster² their self-esteem that did not require looking like Brad Pitt. They would say to Brad: "Oh YEAH? Well what do you know about LAWN CARE, pretty boy?"

Of course many women will argue that the reason they become obsessed with³ trying to look like Cindy Crawford is that men, being as shallow as a drop of spit, WANT women to look that way. To which I have two responses:

1. Hey, just because WE'RE idiots, that does not mean YOU have to be; and

2. Men don't even notice 97 percent of the beauty efforts you make anyway. Take fingernails. The average woman spends 5,000 hours per year worrying about her fingernails; I have never once, in more than 40 years of listening to men talk about women, heard a man say, "She has a nice set of fingernails!" Many men would not notice if a woman had upward of four hands.

Anyway, to get back to my original point: If you're a man, and a woman asks you how she looks, you're in big trouble. Obviously, you can't say she looks bad. But you also can't say that she looks great, because she'll think you're lying, because she has spent countless hours, with the help of the multibillion-dollar beauty industry, obsessing about the differences between herself and Cindy Crawford. Also, she suspects that you're not qualified to judge anybody's appearance. This is because you have shaving cream in your hair.

Comprehension-----

I. Tell if the following statements are true or false according to the passage:

1. ___ A woman is never satisfied with her look.
2. ___ Most men think of themselves as average-looking.

¹ **demeaning:** 有失身份

² **bolster:** support

³ **be/become obsessed with:** 着迷于