

高等学校试用教材

# 大学英语

(文理科本科用)

精读

INTENSIVE READING

4

上海外语教育出版社

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精 读

第 四 册

李荫华 主编

上海外语教育出版社

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# 前 言

《大学英语(文理科本科用)》试用教材是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础教学,从各方面保证文、理科的通用性,适用于综合大学、师范院校和文科院校。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力”。全套教材由复旦大学、北京大学、华东师范大学和中国人民大学合作编写,复旦大学董亚芬教授审订,同时还聘请两名专职外籍专家参加编写和文字审定工作。

《大学英语(文理科本科用)》精读教程由复旦大学大学英语教学部负责编写,翟象俊、李荫华两位副教授担任主编,程雨民、孙骊两位教授担任主审。

本书为精读教程第四册,由李荫华副教授主编,王德明、夏国佐、陈伟德、任建国等同志参加编写,供大学英语四级学生使用。除主审外,还承美籍专家Janet M. Roberts协助审阅。

由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免。希望广大读者批评指正。

编 者

一九八七年七月

# 使用 说明

本书为《大学英语（文理科本科用）》精读教程第四册，供大学英语四级的学生使用。

第四册共有十个单元。每一单元由课文 (Text)、生词 (New Words)、注释 (Notes)、练习 (Study & Practice) 和阅读练习 (Reading Activity) 五部分组成。

课文全部选用原文材料，但有删改。选材力求题材多样，内容丰富有趣，并有一定的启发性。讲解课文时应从全篇内容着眼，并对一些常用词和词组的用法进行分析，既要防止只讲语言点而忽略通篇内容，也要避免只注意文章内容而忽视语言基础训练。

生词释义采用英、汉结合的方式。在一般情况下，尽可能用英语释义，不太明确的再加注汉语；难以用英语解释清楚的则直接用汉语释义。

注释尽量用浅近的英语，主要介绍有关的背景知识，说明一些特殊的语言现象，供学生预习时参考。

本册的练习包括 朗读 (Reading Aloud)、课文理解 (Understanding the Text)、词汇 (Vocabulary)、构词 (Word Building)、结构 (Structure)、完形填空 (Cloze) 和有引导的写作 (Guided Writing) 等部分。朗读练习主要要求学生掌握基本语调。课文理解练习要求学生根据课文回答问题，有的则要求学生陈述自己的看法；有条件的班级可用一定的时间在教师引导下进行讨论。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉英语中的主要构词法，熟练掌握一些常用的前缀、后缀，借以扩大词汇量。结构练习的目的是使学生掌握一些英语常用句型，以提高学生的表达能力。完形填空练习是一种综合性的练习，在本册中兼顾虚、实词的运用。这一练习有一定难度，需要由教师予以启发引导。有引导的写作，从联句成段训练入手，要求逐步做到按提示写成段文章，初步培养学生在语篇水平上的写作能力。阅读练习旨在培养学生的阅读技能，每一（或两、三）单元编列一项技能，并配有一篇内容与课文相近而难度较浅的阅读材料。教师应紧扣技能的讲解和运用，不必在语言现象的分析上花太多时间。

总之，练习是按照教学大纲和本册教程的要求编写的，练习量较大，难度适当照顾各类学生的需要。教师可以根据学生的具体情况有选择地加以利用。

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Unit One

Text

A DAY'S WAIT

Ernest Hemingway

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

"What's the matter, Schatz?"

"I've got a headache."

"You better go back to bed."

"No. I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Downstairs, the doctor left three different medicines in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in



the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's Book of Pirates; but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while. It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed two, missed five,

and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have."

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said, "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

I sat down and opened the Pirate book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you

can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "Poor old Schatz. It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

#### New Words

shiver /'ʃivə/ vi. shake, tremble, esp. from cold or fear

headache n. continuous pain in the head; troublesome problem

instruction n. (often pl.) advice on how to do sth.; order

purgative /'pə:gətiv/ n. a medicine to produce bowel movements

acid /'æsid/ a. sour; marked by an abnormally high concentration of a sour substance

germ /dʒə:m/ n.

influenza /,influ'enzə/ n. a contagious disease which is like a bad cold but more serious

epidemic /epi'demik/ n., a. (disease) spreading rapidly among many people in the same place for a time

flu (short for) influenza

pneumonia /nju(:)'məunjə/ n. a serious illness with inflammation of one or both lungs

detached /di'tætʃt/ a. indifferent; separate, not connected

pirate	/'paɪərət/	n.	a person who attacks and robs ships at sea
lightheaded	a.		unable to think clearly or move steadily as during fever or after drinking alcohol; dizzy and faint
prescribe	/pri'skraɪb/	vt.	order or give (sth.) as a medicine or treatment for a sick person
sleet	/sli:t/	n.	a mixture of rain and snow; rain that freezes as it falls
brush		n.	low bushes and weeds; branch
varnish	/'vɑ:nɪʃ/	vt.	cover (sth.) with a smooth appearance
Irish	/'aɪərɪʃ/	a.	
Irish setter		n.	a type of dog with red hair; a hunting dog
creek	/kri:k/	n.	small stream
slither	/'sliðə/	vi.	slide unsteadily
flush	/flʌʃ/	v.	drive (birds) up from the trees or bushes so as to shoot; (of birds) fly up suddenly
		vi.	(sides of the face) become rosy or reddened by a sudden flow of blood to the face
covey	/'kʌvi/	n.	a small flock or group (of small birds)
quail	/kweɪl/	n.	a kind of small bird, valued as food
overhang		v.	hang over or stand out over
light (lit or lighted)		vi.	land and settle
scatter	/'skæɪtə/	vi.	go off in all directions
coat		vt.	cover with a coat or layer
mound	/maʊnd/	n.	small hill; a large pile of earth, stones, etc.
poise	/pɔɪz/	vt.	balance
springy	/'sprɪŋi/	a.	flexible (as a spring moving up and down)
commence	/kə'mens/	vt.	start; begin
kilometer	/'kɪlə'mi:tə/	n.	
thermometer	/θə'mɒmɪtə/	n.	an instrument for measuring and showing temperature

gaze	/geiz/	vi. look long and steadily
slack	/slæk/	a. not tense; relaxed

### Phrases & Expressions

bring down	reduce; cause to fall
be detached from	show no interest in, be indifferent to
would rather	would prefer to; would prefer that
keep from	prevent oneself from (doing sth.); stop (doing sth.)
take it easy	not to work too hard; not to worry too much
hold tight onto oneself	keep firm control over oneself

### Proper Name

Pyle /pail/

### Notes

1. This text is taken from Winner Take Nothing (1933) by Ernest Hemingway.
2. Ernest Hemingway (1899-1961): World-famous American novelist and short story writer. His novels include The Sun Also Rises (1926), A Farewell to Arms (1929), For Whom the Bell Tolls (1940), and The Old Man and the Sea (1952). In 1954 he was awarded the Nobel Prize for Literature.
3. Schatz (/ʃa:ts/): A German term of endearment roughly equivalent to "darling". The use of this term indicates that the family in the story has some acquaintance with European customs and culture.
4. "You better go back to bed.": (colloquial) = "You had better go back to bed."
5. "One hundred and two.": 102 degrees Fahrenheit (/ˈfɛrənhaɪt/), almost 39 degrees Celsius (/ˈselsjʊs/) (or centigrade, abbr. C).
6. This was a light epidemic of flu: The flu was not wide-spread or dangerous.

7. Howard Pyle (1853-1911): American illustrator and author.

He wrote and illustrated a number of books for children, such as The Merry Adventures of Robin Hood (1883), The Wonder Clock (1888), Stolen Treasure (1907).

### Study & Practice

#### Reading Aloud

I. Read the following dialogues, paying special attention to sentence stresses and intonation:

"Why don't you try to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

\* \* \*

"Your temperature is all right," I said, "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

#### Understanding the Text

II. Choose the best answer for each of the following:

- i. The story is told from
  - a. the author's point of view.
  - b. the father's point of view.

- c. the child's point of view.
  - d. the doctor's point of view.
2. The boy's illness was
- a. headache.
  - b. shivers.
  - c. influenza.
  - d. fever.
3. The author's purpose in writing about the doctor's visit is
- a. to show that the boy's illness was quite serious.
  - b. to show that the father was very much concerned about the boy's illness.
  - c. to show the author's knowledge about influenza and its treatment.
  - d. to create a situation of misunderstanding around which to build a story.
4. At first glance, the hunting scene may seem to have little to do with the plot. However, the author has reasons to describe it. Which of the following is NOT a reason for the description?
- a. It diverts the reader so that the boy's real thoughts will be a greater surprise when they are revealed.
  - b. It creates a sense of time passing so that we know it is close to evening by the time the father gets home.
  - c. It gives the author an opportunity to show that he can write very complex sentences though he usually writes very short, simple ones.
  - d. It brings out a contrast between the father's robust activities outside and the boy's terrible tension inside.
5. The child kept tight control over himself throughout the day because
- a. he was afraid that he would die if he lost control over himself.
  - b. he thought he was going to die and he must show courage in the face of death.
  - c. he wanted to recover quickly so that he could go hunting with his father.

- d. he did not want to be a bother to others.
6. The title of the story probably means that
- a. the boy had been waiting all day to die.
  - b. the boy waited a whole day before his father returned from hunting.
  - c. the boy had been waiting all day to recover.
  - d. the boy waited a whole day before the medicine took effect.
7. The next day the boy cried very easily at little things that were of no importance. The reason for this probably is that
- a. as a spoiled boy, he often complained about unimportant things.
  - b. he had been so tense the previous day that he couldn't control his emotions when he finally relaxed.
  - c. he had waited so long to die that in a sense he was disappointed.
  - d. he was afraid that his father would go out hunting without him if he didn't complain.
8. The theme of the story is
- a. misunderstandings can occur even between father and son.
  - b. misunderstandings can sometimes lead to an odd experience.
  - c. to be calm and controlled in the face of death is a mark of courage.
  - d. death is something beyond a child's comprehension.

III. Answer the following questions:

- 1. What time of day was it at the beginning of the story?
- 2. What illness did the boy catch? What were its symptoms (症状)?
- 3. What did the doctor say and what did he do about the boy's illness?
- 4. What was the boy's temperature? How did he understand it?
- 5. How did the boy respond when his father was reading to him?
- 6. Why did he prefer to stay awake? How do you think he felt when his father left the room?
- 7. Did the father realize what the boy was thinking about?  
How do you know?



8. What conclusions can you draw from the hunting scene about the father's character and his influence upon his son?
9. Why did the boy refuse to let anyone come into the room?
10. What condition was he in when his father came back from hunting?
11. What was it that led the boy to think that he was going to die? How did the father make the whole matter clear to him?
12. How did the boy react when he realized that he was not going to die? Does his behavior the next morning seem natural to you?

#### IV. Topics for discussion:

1. Hemingway often thought of courage as a person's ability to be calm and controlled in the face of death. What do you think of such a definition of courage? What does courage mean to you?
2. The story is built around the misunderstanding between the father and his son. Look at the underlined words in the following dialogue and you'll see that they are referring to different things in their conversation.

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead.

Now try to find other examples in which the father and his son are each thinking of different things when they talk to each other.
3. Hemingway is noted for writing short, simple yet forceful sentences. Examine the text closely and then decide whether this is true of the language in this story.

#### Vocabulary

- V. Fill in the blanks with the words or expressions chosen from the following list. Change the forms where necessary.

detach, dress, something like, overcome,  
make a note of, scatter, would rather, bother,