

高等学校试用教材

# 大学英语

(文理科本科用)

精读

INTENSIVE READING

3

上海外语教育出版社

高等学校试用教材

# 大 学 英 语

(文理科本科用)

精 读

第 三 册

李 荫 华 主 编

上海外语教育出版社

高等学校试用教材  
**大 学 英 语**  
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**精读 第三册 (修订本)**  
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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。

本书为精读教程第三册,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,供大学英语三级学生使用。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

一九八七年十一月

# 使用 说 明

本书为《大学英语（文理科本科用）》精读教程第三册，供大学英语三级的学生使用。

第二册共有十个单元。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。

编 者

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Text

A BRUSH WITH THE LAW

I have only once been in trouble with the law. The whole process of being arrested and taken to court was a rather unpleasant experience at the time, but it makes a good story now. What makes it rather disturbing was the arbitrary circumstances both of my arrest and my subsequent fate in court.

It happened in February about twelve years ago. I had left school a couple of months before that and was not due to go to university until the following October. I was still living at home at the time.

One morning I was in Richmond, a suburb of London near where I lived. I was looking for a temporary job so that I could save up some money to go travelling. As it was a fine day and I was in no hurry, I was taking my time, looking in shop windows, strolling in the park, and sometimes just stopping and looking around me. It must have been this obvious aimlessness which led to my downfall.

It was about half past eleven when it happened. I was just walking out of the local library, having unsuccessfully sought employment there, when I saw a man walking across the road with the obvious intention of talking to me. I thought he was going to ask me the time. Instead, he said he was a police officer and he was arresting me. At first I thought it was some kind of joke. But then another policeman appeared, this time in uniform, and I was left in no doubt.

'But what for?' I asked.

'Wandering with intent to commit an arrestable offence,' he said.

'What offence?' I asked.

'Theft,' he said.

'Theft of what?' I asked.

'Milk bottles,' he said, and with a perfectly straight face too!



'Oh,' I said

It turned out <sup>原来</sup> there had been a lot of petty thefts in the area, particularly that of stealing milk bottles from doorsteps. <sup>举动</sup>

Then I made my big mistake. At the time I was nineteen, had long untidy hair, and regarded myself <sup>自觉</sup> as part of the sixties' 'youth counterculture'. As a result, I wanted to appear cool and unconcerned with the incident, so I said, 'How long have you been following me?' in the most casual and conversational tone I could manage. <sup>漫不经心</sup> <sup>闲散式的</sup> (I thus appeared to them to be quite familiar with this sort of situation) and it confirmed them in their belief that I was a thoroughly disreputable character.

A few minutes later a police car arrived.

'Get in the back,' they said. 'Put your hands on the back of the front seat and don't move them.'

They got in on either side of me. It wasn't funny any more.

At the police station they questioned me for several hours. I continued to try to look worldly and au fait with the situation. When they asked me what I had been doing I told them I'd been looking for a job. 'Aha,' I could see them thinking, 'unemployed'.

Eventually, I was <sup>真的</sup> officially charged and told to report to Richmond Magistrates' Court the following Monday. Then they let me go.

I wanted to conduct my own defence in court, but as soon as my father found out what had happened, he hired a very good solicitor. We went along that Monday armed with all kinds of witnesses, including my English teacher from school as a <sup>带各种旁证材料</sup> character witness. <sup>人品证明</sup> But he was never called on to give evidence. My 'trial' didn't get that far. The magistrate dismissed the case after fifteen minutes. I was free. The poor police had never <sup>申辩理由的机会</sup> stood a chance. The solicitor even succeeded in getting costs awarded against the police.

And so I do not have a criminal record. But what was most shocking at the time <sup>表达</sup> was the things (my release from the charge so clearly depended on) <sup>(that)</sup> <sup>口音</sup> I had the 'right' accent, respectable middle-class parents in court, reliable witnesses, <sup>同位语 字据 表达 什么都能成立</sup> and I could obviously

afford a very good solicitor. Given the obscure nature of the charge, I feel sure that if I had come from a different background, and had really been unemployed, there is every chance that I would have been found guilty. While asking for costs to be awarded, my solicitor's case <sup>all</sup> quite obviously revolved around the fact that I had a 'brilliant academic record'.

Meanwhile, just outside the courtroom, one of the policemen who had arrested me was gloomily complaining to my mother that another youngster had been turned against the police. 'You could have been a bit more helpful when we arrested you,' he said to me reproachfully.

What did he mean? Presumably that I should have looked outraged and said something like, 'Look here, do you know who you're talking to? I am a highly successful student with a brilliant academic record. How dare you arrest me!' Then they, presumably, would have apologized, perhaps even taken off their caps, and let me on my way.

√+n.    √+adj + prep    √+n + prep.

#### New Words

brush		n.	短暂的 <sup>遭遇</sup> brief fight or encounter
process	['prəʊses]	n.	course; method, esp. one used in manufacture
court	[kɔ:t]	n.	
arbitrary	['ɑ:bitrəri]	a.	based on one's own opinion only, not on reason
circumstance	['sə:kəmstəns]	n.	(usu. pl.) conditions, facts, etc. connected with an event or person
subsequent	['sʌbsɪkwənt]	a.	following; later
due	[dju:]	a.	expected; supposed (to)
temporary	['tempərəri]	a.	lasting only for a limited time
stroll	[strɔul]	vi.	walk at leisure 散步, 闲逛
obvious	['ɒbvɪəs]	a.	easily seen or understood; clear
downfall		n.	ruin
employment	[ɪm'plɔɪmənt]	n.	one's regular work or occupation; job
commit		vt.	do (sth. wrong, bad, or unlawful)
arrestable	[ə'restəbl]	a.	deserving to be arrested

offence	[ə'fens]	n.	crime; the hurting of feelings; something unpleasant
straight face		n.	a face or expression that shows no emotion, humor, or thought
petty	['petɪ]	a.	small; unimportant
doorstep		n.	step up to an outer door
regard	[ri'gɑ:d]	vt.	consider
counterculture	['kauntə,kʌltʃə]	n.	a culture, esp. of the young who oppose the traditional standards and customs of their society
unconcerned		a.	not worried; untroubled
casual	['kæʒjuəl]	a.	careless; informal
conversational	[,kɒnvə'seɪʃənəl]	a.	of or commonly used in talking
confirm	[kən'fɜ:m]	vt.	make certain; support
belief	[bi'li:f]	n.	something believed; trust
disreputable	[dis'repjʊtəbl]	a.	having or showing a bad character; having a bad name
worldly		a.	experienced in the ways of society
au fait	[,əu'fei]	a.	(F) familiar
charge		vt.	bring a charge against; accuse
magistrate	['mædʒɪstreɪt]	n.	civil officer acting as a judge in the lowest courts
conduct	[kən'dʌkt]	vt.	direct the course of; manage
defence	[di'fens]	n.	the act of defending in court the person who has been charged
solicitor	[sə'lisɪtə]	n.	(esp. in Britain) lawyer who advises clients on legal matters and speaks on their behalf in lower courts
arm (with)		vt.	supply with what is needed to defend or attack sth. or sb.
witness	['wɪtnɪs]	n.	a person who gives evidence in a court of law; sth. serving as evidence or proof
trial	['traɪəl]	n.	the act or fact of examining and deciding a civil or criminal case by a law court
dismiss	[dis'mɪs]	vt.	(of a judge) stop (a court case)
case		n.	a matter for a law court to decide; lawsuit; the facts, arguments, etc.

used on one side in a law court 诉讼,

cost		n.	(pl.) the cost of having a matter settled in a law court, esp. that paid to the winning party by the lost party
award	[ə'wɔ:d]	vt.	give by a decision in a court of law; give or grant by official decision
record	['rekɔ:d]	n.	a written statement of facts, events, etc.; facts known about a person's past behaviour
accent	['æksənt]	n.	way of speaking typical of the natives or residents of a region, or of any other group
respectable	[ris'pektəbl]	a.	deserving respect
reliable	[ri'laɪəbl]	a.	that may be relied or depended upon
given		a.	if taken into account; if allowed or provided with
obscure	[əb'skjuə]	a.	not clearly seen or understood
guilty	['gɪlti]	a.	having broken a law; showing or feeling that one has done wrong
revolve	[ri'vɔlv]	v.	(cause to) go round in a circle
brilliant	['brɪljənt]	a.	causing great admiration or satisfaction; splendid
courtroom		n.	a room where a law court is held
gloomily	['glu:mɪli]	ad.	depressedly, dejectedly
complain	[kəm'pleɪn]	vi.	speak in an unhappy, annoyed, dissatisfied way
reproachfully	[ri'prəʊtʃfʊli]	ad.	
presumably	[pri'zju:məbli]	ad.	probably
outrage	['aʊtreɪdʒ]	vt.	arouse anger or resentment by injury or insult
apologize	[ə'pɒlədʒaɪz]	vt.	say one is sorry

#### Phrases & Expressions

a couple of	(informal) a small number; a few, usually two
save up	keep for future use; put money away in the form of savings

take one's time	do sth. in a leisurely manner; not hurry
turn out	prove to be
call on	ask (sb.) to do sth.
stand a chance	have an opportunity; be likely to do or get sth.
revolve around	have as a center or main subject
turn against	(cause to) oppose, be hostile to

### Proper Names

Richmond ['ritʃmænd]

Richmond Magistrates' Court

### Notes

1. This text is taken from Penguin Advanced Writing Skills compiled by James O'Driscoll.
2. stealing milk bottles from doorsteps:  
In Britain, milk is delivered to houses in bottles every morning.
3. a character witness:  
a person who gives evidence in a court of law about another person's reputation, conduct and moral qualities
4. getting costs awarded against the police:  
having the police cover the legal expenses connected with the case
5. Presumably that I should have looked outraged ....  
Presumably he meant that I should have looked outraged ...

### Study & Practice

#### Reading Aloud

1. Read the following paragraph, paying special attention to intonation:

And so I do not have a criminal ↘ record. But what was most shocking at the ↗ time was the ↗ things my release from the charge so clearly depended ↘ on. I had the 'right' ↗ accent, respectable middle-class parents in ↗ court, reliable ↗ witnesses, and I could

obviously afford a very good solicitor. Given the obscure nature of the charge, I feel sure that if I had come from a different background, and had really been unemployed, there is every chance that I would have been found guilty. While asking for costs to be awarded, my solicitor's case quite obviously revolved around the fact that I had a 'brilliant academic record'.

### Understanding the Text

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

1. Judging from the first paragraph of the text, what is the writer's attitude to his story?
  - a. Angry.
  - b. Sad.
  - c. Amused.
  - ☒ d. More than just one of these.
2. At the time the story took place the author was
  - a. at school.
  - b. at college.
  - ☒ c. waiting to attend college late that year.
  - d. working in the local library.
3. He went job-hunting in order that he might earn enough money
  - a. to support himself.
  - b. to go to university.
  - c. to hire a very good solicitor.
  - ☒ d. to take a journey.
4. The first man who came up to him was
  - a. a uniformed policeman.
  - ☒ b. a policeman in plainclothes.
  - c. not a policeman.
  - d. a good joker.
5. The court never asked the author's English teacher to give evidence because
  - a. the time for the trial was limited to fifteen minutes only.
  - b. the author conducted his own defence in court.
  - ☒ c. the case was dismissed before the trial reached that stage.

- d. he was found to be unqualified as a character witness.
6. The author believes that he would most probably have been declared guilty if
- a. the magistrate had been less lenient.
  - b. he had really been out of work.
  - c. he had been born in a lower-class family.
  - ☒ d. both b and c.
7. In the opinion of one of the policemen who had arrested the author, the whole thing might not have occurred if
- ☒ a. he had protested strongly at the time instead of trying to look cool and unconcerned with the incident.
  - b. he had begged to be allowed to go home.
  - c. he hadn't wandered aimlessly.
  - d. they had apologized to him and let him go.
8. We can see from the text that
- a. the author has broken the law only once.
  - ☒ b. the author has never broken the law.
  - c. the author has broken the law on more than one occasion.
  - d. the author once broke the law without knowing it.

III. Answer the following questions:

1. How did the author feel about the incident at the time it occurred?  
What does he think of it now?
2. Why did he go to Richmond?
3. What did the author think got him into trouble with the law?
4. What did he see when walking out of the local library?
5. What did the man say to him? Did he take the man's words seriously at first?
6. When and how did the author come to see the man was being serious?
7. What grounds did the policemen have for suspecting that the young man was wandering with intent to steal milk bottles?
8. What does the author mean by his "big mistake"?

9. How did he behave when he was questioned at the police station?  
What did the police decide to do with him?
10. What did his father do when he learned about the incident?
11. What were the things his release from the charge depended on?
12. What did the policeman probably mean by saying "You could have been a bit more helpful when we arrested you"?

#### IV. Topics for discussion:

1. Why does the author describe the circumstances of his arrest and his release from the charge as arbitrary?
2. What does the author's brush with the law tell us about his society?

#### Vocabulary

- V. Fill in the blanks with the words or expressions given below.

Change the forms where necessary:

a couple of,                      take one's time,    turn ... against,  
arm with,                      be found guilty,    with intent to,  
due,    confirm,    be in trouble with,    stand a chance

1. You will be in trouble with the police if you park your car anywhere you please.
2. It was very clever of her to turn his argument against himself.
3. I found a couple of shoes under the bed but they don't make a pair.
4. Dr. Bright always takes his time as he examines his patients and treats them with extreme care.
5. Professor Helfand is due to lecture on American drama at 2 P.M. today.
6. Wilfred's remarks confirmed me in my opinion that he was a reliable young man.
7. The solicitor entered court armed with the evidence he planned to use to support his case.
8. Jim was arrested on a charge of having broken into a building with intent to steal.
9. Having practiced for so long, the New York baseball team stands a chance of winning the World Series (美国职业棒球大赛) this year.



10. If the police can prove to the court that Ted has committed robbery he

VI. Replace the underlined parts in the following sentences with words or expressions from the text:

1. My daughter is expected to graduate from high school later this year.
2. If we are blind to this, we shall make the gravest error imaginable.
3. The dove, poetically <sup>regarded</sup> considered to be the symbol of peace, is adored by peace-loving people all over the world.
4. In the past few years my aunt has set aside enough money to buy a house.
5. Weak and lame in one leg, Max never had favourable prospects of getting that job.
6. Those hurt in the explosion were given \$ 50,000 damages.
7. Betty came all the way from Los Angeles to New York for the <sup>with intent to</sup> purpose of helping us, but she proved to be only in our way.
8. I was greatly shocked by the way Henry managed the affairs of such a big business.
9. <sup>Armed with</sup> Equipped with facts and figures like these, you are sure to persuade the committee to act on your suggestions.
10. The expansion of the library on which student life centers is one of the most important problems to be solved.

VII. The English language is rich in phrasal verbs. They are used widely, especially in casual or informal contexts. A phrasal verb is a combination of a verb and one or more particles, which acts like a verb. There are three types of phrasal verbs:

(a) verb + adverb, as "save up" in

I saved up some money to go travelling.

(b) verb + preposition, as "lead to" in

This obvious aimlessness led to my downfall.

(c) verb + adverb + preposition, as "catch up with" in

Cathy has caught up with her class.