

# UNIVERSITY

# ENGLISH

# 大学 英语

- 复旦大学教材
  - 复旦大学外文系
- 《大学英语》编写组

(精读)

第三册

复旦大学出版社

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## 内 容 提 要

本教材供大学英语专业高起点二年级上学期综合英语课(习惯称精读课)使用,旨在帮助学生扩展视野、有效地掌握英语实用能力,并为高年级课程打下扎实的英语基础。全书共十四课课文,包括各种题材和文体,如散文、故事、小说片段、书信、讲演、新闻报道和戏剧等。每课配有大量练习,以帮助学生理解课文,开拓思路,扩大词汇量,提高口笔头能力。对于中国学生难于掌握的英语习惯用法,还配有重点练习。此外,各课附有讨论题及写作题,指导学生如何进行英语讨论及提高写作水平。

## FOREWORD

**Book III and Book IV of the English series are intended for a comprehensive sophomore English course.**

**The chief aim of the books is to help the sophomore English majors to broaden their vision, master the English language effectively and lay a solid foundation for advanced English courses.**

**The two books include fourteen lessons each. The texts are selected from English readers, collections of essays and short stories, novels and other works, representing a variety of genres and styles. It is our hope that these texts will repay richly the time and effort devoted to them and that they will also be fun to work with—for both students and teachers.**

**The texts are supplemented by exercises to help the students to better understand the texts, widen their vocabulary and develop their oral and writing ability. Grammar is not overly emphasized, since sophomore English majors are supposed to have mastered the basic elements of grammar. Included herein are only grammatical points which Chinese students may have difficulty in grasping. The suggestions for discussion and writing exercise at the end of each lesson claim special attention and are to be used to reinforce language skills. Topics should be chosen to fit the students' needs.**

The present textbook has grown out of years of experience gained by the English faculty of the Department of Foreign Languages and Literature at Fudan. During the compilation of the textbook valuable suggestions have been offered by instructors and students who first used the mimeographed drafts for their textbook in the sophomore course of Comprehensive English. We especially wish to acknowledge the patience and advice of Mrs Barbara Rothenburger who read through the manuscript while teaching at Fudan. We appreciate the support given and the time allowed for the preparation of the manuscript by the Department of Foreign Languages and Literature of Fudan University.

Ding Zhaomin  
Wu Yiyun  
Tu Xuanru

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## Lesson 1

### A Letter about a Broadcast Talk

Dear Kate,

It was lovely to get your nice long letter last week——so much news! You have been busy lately, haven't you? I wish I'd been doing so many exciting things. About the only interesting thing that's happened to me lately was going to the theatre to see "The Visitor"<sup>1</sup>— so you see, I took your advice. I'd been thinking vaguely about going ever since you said how much you enjoyed it when you saw it in Bristol<sup>2</sup>, so I kept an eye on the papers, and when I saw it was starting in the West End<sup>3</sup>, I made the effort and went and booked myself a seat. As you know, when I go to the theatre, I usually make up my mind about the day before and then it's too late to get a good seat, so I have to go to a matinee or first performance on Saturday. Then I usually end up in a bad seat where I can't see properly or miles up in the Gods<sup>4</sup>, where there's no room for my knees. So this time I thought I'd organise myself for once in my life and I got a very good seat right in the middle of a row in the stalls.

I certainly agree with you about the play——I enjoyed it very much. I can't say that it was the kind of play which



kept me rooted to my seat, but it always seemed to be getting somewhere—even if there wasn't much action in the usual sense—and it was so easy to listen to. The dialogue was really very good. And I thought the characters were convincing, too. They really came alive as far as I was concerned. As a matter of fact, there was a review of the play last Sunday on the radio. I wonder if you heard it. The reviewer said she didn't think the characters seemed like real people—only that they had a “theatrical life of their own” or some such pompous phrase. However, they seemed real enough to me, and I thought all the actors were brilliant. The review said so, too. At least—it said that the two men were good, and that the actress who plays the Wife—Joanna Burling—is brilliant. But I wouldn't like to single out any of them—they all seemed equally good to me.

But to be fair, I think the review was reasonably level-headed and summed up the play quite well. Perhaps it was a bit fanciful when she started going on about the play having two levels of meaning and all that, but at least she stuck to what it was about and didn't get completely carried away by her own flights of critical fancy like some of them do. But perhaps you didn't listen to it anyway—you're not much of a radio addict, as I remember.

Incidentally, I was nearly late getting to the theatre. Ironic, isn't it! The first time I go to the trouble of getting myself a good seat for about six months I end up having to rush in order to get there on time. The trouble was that when

I left the flat I forgot to check whether I had any change for the bus—the buses on our route are those where you have to put your money in the slot. And when I got to the stop I looked in my purse and discovered I'd only got a five-pound note! Well, these drivers are very good about giving change, but you can't very well ask them to change a five-pound note, can you? So I just had to dash back home again and get some loose change, because there weren't any shops open at that time and there was no way of changing it. To make matters worse, I could see a bus coming as I went charging away from the stop, so I knew I'd probably have to wait some time for the next. As it turned out, however, I didn't have to wait too long after I got back to the stop again—all hot and bothered, needless to say, and I just managed to sneak into my seat before the curtain went up. But in spite of the rush, it was a most enjoyable evening and I'm very grateful to you for recommending it to me.

I ran into Jenny Stone during the interval, incidentally. She was telling me that she and her husband are moving shortly—into your part of the country as it happens—to Exeter<sup>5</sup>. He has a new job there, starting in September, so now they are house-hunting. She was very pleased to hear that you are in the area, and said she would be getting in touch to ask you to go and see them as soon as they get settled in. I told her I would be writing, and she asked to be remembered to you.

Well, I'm afraid that's all I have time for at the moment

——I've got so many things to do I don't know where to start, and so must say goodbye for now.

Yours,  
Liz

(From Linguaphone Institute's  
Advanced English Course)

## NOTES

1. "The Visitor": the name of a fictitious play
2. Bristol: a town in the southwest of England
3. the West End: a fashionable section of London, in which many of the important theatres are located
4. the Gods: especially British, the topmost gallery of a theatre
5. Exeter: another town in the southwest of England

## EXERCISES

I. Answer the following questions.

1. Why is the text entitled "A Letter about a Broadcast Talk"?
2. Why did Liz want to see "The Visitor"?
3. When did Liz book herself a seat? Why did she do so?

4. What did Liz think of the play?
  5. What did Liz think of the broadcast talk? On what points did she agree with the reviewer and on what points was she at variance with the reviewer?
  6. Why was Liz nearly late for the play? Why did she say it was ironic?
  7. What did Liz tell Kate about Jenny Stone?
- II. Select the best of the choices to complete the following sentences.
1. Liz went to see "The Visitor" because
    - a. the broadcast talk had interested her.
    - b.  Kate had recommended it.
    - c. she could get a good seat at the theatre.
    - d. she wanted to see a play in the West End.
  2. Liz usually gets a bad seat because
    - a. she is busy on weekdays.
    - b. all seats are bad at a matinee or the first performance.
    - c. she is not good at organising.
    - d.  she makes her decision too late.
  3. Liz's appraisal of the actors is
    - a. the same as the reviewer's.
    - b. not so good as the reviewer's.
    - c.  the same as what she thinks of the actress.
    - d. pompous.
  4. Liz thinks that compared with some of the reviews the broadcast talk is

- a. too fanciful.
  - b. quite sensible.
  - c. meaningful.
  - d. convincing.
5. The review is a bit fanciful when
- a. discussing the implication of the play.
  - b. sticking to the same interpretation.
  - c. following the opinion of the other critics.
  - d. summing up the play.
6. Kate may not have listened to the broadcast talk because
- a. she does not like to listen in to radio programmes.
  - b. she does not live in London.
  - c. she has seen the play.
  - d. she does not like the reviewer.
7. When Liz got to the theatre
- a. the play had already started.
  - b. most of the audience were already seated.
  - c. it was very hot in the theatre.
  - d. the ushers bothered her for being late.
8. Jenny Stone
- a. said she still remembered Kate.
  - b. was going to work in Exeter.
  - c. asked Liz to send her friendly greetings to Kate.
  - d. was going to live in the countryside.

III. Give corresponding words.

<u>verbs</u>	<u>nouns</u>	<u>nouns</u>	<u>adjectives</u>
fly		fancy	
happen		criticism	
perform		sense	
discover		brilliance	
act		irony	
advise		gratitude	
excite		reason	
organise		theatre	

IV. Fill in each blank with the right word in its proper form.

A. recommend or introduce

1. Can you recommend a book on present-day English?
2. They introduced themselves to each others.
3. The doctor recommended several Chinese medicinal herbs to the patient.
4. Allow me to introduce to you, Professor Wu, a friend of mine.
5. Several Labour MPs recommended some radical reforms in the Parliament.
6. What do you recommend that we eat at this restaurant?

B. remember, recall, recollect or remind

1. Miranda can recollect stories that she heard years ago.
2. Please remind me to your parents when you get home.

3. The building reminded me of my middle school days.
4. The novelist intended to include in his novel his own experiences at the factory, but he remembered only some fragments.
5. Tom tried to recall his early childhood spent in the country with his aunts.
6. Irene was going upstairs when she noticed that the wash was still hanging in the back garden.

C. enjoy or appreciate

1. I really appreciate your efforts to get me the job.
2. The black people in South Africa are fighting for the right to enjoy liberty and equality.
3. The scientist enjoys good health in his old age.
4. The girl enjoys herself at the party.
5. The librarian appreciates the researchers' recognition of his work.
6. Philip enjoys talking with his cousins.

V. Fill in the blanks with adverbs in the list below. Each word is to be used only once.

completely	equally	incidentally
lately	nearly	probably
properly	really	reasonably
shortly	usually	vaguely

1. Peter usually gets up at six in the morning.
2. Seen in the distance was a pagoda.

3. \_\_\_\_\_ after a flash of lightning, there came a loud clash of thunder.
4. Jane read the book ten years ago and has \_\_\_\_\_ forgotten what it is about.
5. The price is a bit high, but \_\_\_\_\_ high.
6. The room is quite tidy. Everything is \_\_\_\_\_ arranged.
7. The boy has not been feeling very well \_\_\_\_\_.
8. Susan was extremely busy yesterday morning and it was \_\_\_\_\_ two o'clock when she had her lunch.
9. Jenny will \_\_\_\_\_ write to Kate to ask for her help in looking for a house.
10. Doctors and nurses should be \_\_\_\_\_ respected by the patients.
11. Tell me the truth. What do you \_\_\_\_\_ think of this article?
12. \_\_\_\_\_, there are some other points that I forgot to mention just now.

VI. Pick out all the words that end in ing and explain the grammatical function of each in the sentence.

VII. Rewrite the following sentences with the expressions given and make some necessary changes.

A. keep an eye on

1. I am going to do some shopping. Please look after the child while I am away.
2. If you often read book reviews in the newspapers, you won't miss interesting books.



3. When he was told to attend a meeting, he asked one of his fellow workers to watch the furnace.
4. I am going to write a paper on contemporary fiction, and so I have to pay attention to articles concerning that subject.
5. When they ascended the hill, the guerrillas constantly watched the enemy's movements.
6. Most of the students went home for the vacation and those who stayed behind took care of their things.

B. run into

1. A car collided with a truck on the highway yesterday.
2. How happy I was when I happened to meet an old friend of mine in the department store last Sunday.
3. If you do not follow his advice, I am afraid you will meet with difficulties.
4. Bill has been laid up for a month. He is involved in debt.
5. Enemy casualties reached 6,000 last month.
6. Hubert drove the car so carelessly that it knocked against a wall.

C. get somewhere (nowhere, anywhere)

1. Mr Smith tried to convince his colleagues that he was successful in his experiment.
2. There is some evidence that the new manager is not doing very well.
3. Keep up and you will surely accomplish something.
4. The engineer was sorry that the project didn't work.