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第二册

北京外国语学院英语系三年级教学小组编



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北京外国语学院英语系三年級教学小組編

商 务 印 书 馆

1964 年 • 北京

內 容 提 要

本书第二册共选課文十五課（大都是經過删节的英文原作，另附背誦詩选五篇。每課的构成，和第一册相同，包括：課文，課文注释，詞汇注释和练习等。

本书可供大学英語专业三年級下学期学生或同等程度的英語自学者使用。

英 語 精 讀 課 本

第 二 册

北京外国語学院英語系三年級教学小組編

商 务 印 书 馆 出 版

北京复兴門外翠微路

（北京市书刊出版业营业登记出字第 107 号）

新华书店北京发行所发行 各地新华书店經售

京 华 印 书 局 印 装

統一书号：9017·497

1964年4月初版

开本 850×1168 1/32

1964年4月北京第1次印刷

字数 101千字

印张 3 8/16

印数 1—19,850 册

定价 (10) 0.55 元

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Lesson One

TEXT

THE TRAGEDY OF LATIN AMERICA

William Z. Foster

Latin America, with a total land area of 20,028,000 square kilometers, has a population of about 150,000,000. It thus has some sixteen per cent of the world's people. Its population density of seven inhabitants per square kilometer is one of the smallest in the world for a large area, only Australia and Africa having a lower figure. Latin America, with a scientific agriculture and rounded out industry and by a proper use of its natural resources, could easily maintain several times its relatively sparse population at incomparably higher living levels than at present. If it is not doing so, this is because the entire area is infested with parasitic landlords and capitalists, whose whole semi-colonial social system tends to stifle the economy and to depress drastically the living standards of the masses.

One economist remarks of Cuba, "As a result of the rule of foreign trusts and their Cuban auxiliaries, this country of rich soil and favorable climate, with a population of 5,000,000 in an area larger than Hungary, cannot feed itself and must import large quantities of flour, rice and other cereals, meat fats, tinned goods, and even dried fruit from the United States." And this state of affairs is characteristic of Latin American conditions.

The exploitation of the peasants is so intense in Latin America that they have been driven far below the minimum standard for healthy existence. The industrial workers are

not a great deal better off. Their wages run from one-tenth to one-third of what wages are in the United States and Canada. Since the war real wages, and general living standards with them, have deteriorated sharply, owing to the rapid rise in the cost of living.

As a general consequence, impoverishment menaces the very lives of whole peoples. George Soule and his associates, in their shocking studies, do not overstate the tragic conditions among the Latin American toilers when they declare that "Two-thirds, if not more, of the Latin American population are physically undernourished, to the point of actual starvation in some regions."

The low wages of the Latin American toilers, besides forcing them onto semi-starvation diets, also compel them to get along under horrible housing conditions. The rural communities in large parts of Latin America are squalid and miserable, and the big cities are splashed with some of the worst slums in the world. Travelers are shocked at the horrible workers' quarters in Rio de Janeiro, Buenos Aires, Mexico City, and other places.

Mass illiteracy goes hand in hand with these terrible economic conditions throughout Latin America. Neither the State, the Church, nor the employers, are interested in educating the people. In at least eleven of the Latin American countries 50 per cent or more of the population is illiterate. There are 70 million illiterates in Latin America and 50 million more who have had only two or three years of schooling.

The most terrible aspects of the low wage standards in Latin America are their disastrous effects upon the people's health. A well-known Brazilian scientist once said, "Brazil is an immense hospital," and he could have applied this remark to the rest of Latin America. The toiling masses are literally saturated with diseases bred of poverty, illiteracy, and

unsanitary conditions. "One-half of the Latin American population," says Soule and his associates, "are suffering from infectious or deficiency diseases." Malaria, a killer throughout all Latin America, takes 80,000 lives yearly in Brazil, sickens half of the population in Ecuador, and is a "national calamity" in Paraguay.

The medical and hospital services to combat this sea of sickness are utterly inadequate. On the average, in the Latin American countries, there are only from one-tenth to one-fourth as many doctors as there are in the United States. The people in many countries lack the small sums necessary to buy quinine for the most elementary treatment of malaria, and the governments, although squandering money for military expenditures, refuse to provide the ten cents per head necessary to exterminate yellow fever altogether.

The end result of all the poverty, starvation, and sickness in Latin America is an extremely high death rate. The annual death rate in the United States is 11 per 1,000, whereas that of Latin America is 23 per 1,000.

Future generations of free peoples will find it hard to believe the sad picture of life in this hemisphere. This situation is the inevitable result of a society in which one class, the handful of parasitic rulers, robs and oppresses the producers at will, under a cover of legality provided by their government and of morality provided by their Church. But there is a Nemesis produced by all this exploitation, a militant and growing working class, which will be the gravedigger of capitalism in Latin America.

NOTES AND COMMENTARY

The text is an extract from William Foster's *Outline Political History of the Americas*. The book was first published in 1951. It

is a history of all the nations in North, Central and South America, written from a Marxist point of view. In it the author exposes and condemns U.S. imperialism, which is the worst exploiter and oppressor of the Latin American peoples.

Since the book was written, great changes have taken place in Latin America. The victory of the Cuban revolution has given hope and inspiration to all the oppressed peoples of the continent. Their great suffering, which the author describes with deep sympathy in this extract, makes revolution in Latin America inevitable.

* * *

1. kilometer; favorable; traveler

While American spelling is on the whole the same as British, there are a few words spelt differently in the two countries. The three words given here are representative of special American forms, their English forms being *kilometre*, *favourable*, and *traveller*.

American and British spelling are equally standard, but one should be consistent in one's choice.

2. living standards; cost of living

The living standard (or standard of living) refers to the general level of subsistence of a class or a nation. In other words, it shows how good or bad the life of a group of people is on the average. The cost of living, on the other hand, refers to the average cost of the necessities of life, such as food, clothes, etc. Therefore the standard of living will become lower when the cost of living rises.

3. real wages

Wages stated in terms of money paid are called *nominal wages*; wages stated in terms of purchasing power, i.e. measured by how much they can buy, are called *real wages*. When prices go up, workers' real wages will go down, though they get as much money as before.

4. George Soule

Soule is an American economist. Foster has quoted from his book *Latin America in the Future World* (1945).

5. Nemesis

Nemesis ['nemisis] is the goddess of vengeance in Greek mythology. In a figurative sense, the name means the one who imposes punishment.

VOCABULARY NOTES

1. their disastrous *effects* upon the people's health

The end *result* of all the poverty, starvation....

There is some difference in meaning between *effect* and *result*. *Effect* refers to the immediate change or reaction which is directly produced by an action, process, or agent, and is the exact correlative of *cause*. *Result* refers to the outcome or the final situation brought about by an action, process, or development. Compare:

The medicine had no *effect* on him whatever.

He has undergone a period of medical treatment, and the *result* is good: he has completely recovered.

The teacher's advice had a good *effect* on the boy.

He spoke English outside of class all the time. As a *result*, he improved tremendously within a few weeks.

2. Malaria *takes* 80,000 lives yearly in Brazil.

The following are some idiomatic expressions with *take*:

She *takes after* (= looks like, behaves like, etc.) her mother.

I *took* him *for* his brother. They are so alike.

He was once *taken in* (= cheated) by an advertisement in an American newspaper.

We *took down* the main points of his report.

She helped to support the family by *taking in* washing and sewing (= doing the work at home).

The aeroplane *took off* (= began flying) at eight.

A new comrade will come to *take over* the work (= to do the work or lead those doing it).

The pupils *took to* (= liked) their new teacher on the first day of school.

The work has *taken up* (= occupied) too much time.

EXERCISES

I. Answer the following questions:

1. Describe the social systems in the countries in Latin America.
2. Describe the living conditions of the workers and peasants in Latin America.
3. What does the extract tell you about education in the Latin American countries?
4. How does poverty affect the people's health in Latin America?
5. What is the main cause of the suffering of the Latin American people?

II. Explain the following sentences:

1. Mass illiteracy goes hand in hand with these terrible economic conditions throughout Latin America.
2. The toiling masses are literally saturated with diseases bred of poverty, illiteracy, and unsanitary conditions.
3. One class robs and oppresses the producers at will, under a cover of legality provided by their government and of morality provided by their Church.

III. Make sentences with the following patterns or expressions:

1. preposition+*which* (*whom*)

"... of a society in which one class robs and oppresses the producers at will."

2. *when* (someone says something)

"They do not overstate the tragic conditions ... when they declare ..."

3. *that of*

"The annual death rate in the United States is 11 per 1,000, whereas that of Latin America is 23 per 1,000."

4. nominative absolute construction

"Its population density ... is one of the smallest in the world for a large area, only Australia and Africa having a lower figure."

IV. Translate the following sentences into English, using present n., result, average, refuse, provide, at will:

1. 帝国主义者可以任意掠夺和压迫非洲人民的日子已经一去不复返了。
2. 在假日学校给我们提供了许多旅行的便利。
3. 目前我校有一千名学生。
4. 上学期我们平均每人读了十本英文书。
5. 他不肯在会上发言。
6. 我们暂时先用这架旧机器吧，新机器就要运到。
7. 考试的结果是很令人鼓舞的。
8. 我们以平均每小时四公里的速度前进。
9. 美帝国主义对拉丁美洲实行残酷的剥削，其结果是拉丁美洲人民生活陷于极度的贫困之中。
10. 你是留在这里还是离开，都随你的便。

V. *Translate the following passage into English:*

1943 年，在阿根廷维持一个五口之家的最低生活预算 (budget) 是每月 147 比索 (peso)，但是一个城市工人的平均月工资只有 78 比索，而一个农业工人只拿到 50 比索左右。1943 年以后，工资有相当的提高，但生活费用的上涨快得多。一家布宜诺斯艾利斯的杂志在 1930 年七月说：阿根廷的实际工资下降了；一个金属工人在 1950 年要工作 319 小时才能买到他在 1943 年工作 230 小时所能买到的东西。

玻利维亚的锡矿工人每天只拿到 25 至 50 分，危地马拉的农场工人的工资也大约如此。美国、英国、法国以及意大利的公司，无不充分利用拉丁美洲这种饥饿工资的情况，而且还运用它们的权力把工资压得更低。

——取材于《美洲政治史纲》——

VI. *Answer the following question:*

What does this extract tell you about Latin America?

VII. *Recite the first paragraph.*

Lesson Two

TEXT

OF THE COMING OF JOHN (I)

W. E. B. Du Bois

After seven long years John came back to his village in Georgia. The black town flocked to the depot, with a little of the white at the edges — a happy throng, with "Good-mawnings" and "Howdys" and laughing and joking and jostling. Mother sat in the window watching; but sister Jennie stood on the platform, nervously fingering her new dress. John rose gloomily as the train stopped, for he was thinking of the "Jim Crow" car. He stepped onto the platform, and paused: a little dingy station, a black crowd gaudy and dirty, a half mile of dilapidated shanties along a straggling ditch of mud. An overwhelming sense of the sordidness and narrowness of it all seized him. He looked in vain for his mother, kissed coldly the tall, strange girl who called him brother, spoke a short, dry word here and there. Then, lingering neither for hand-shaking nor gossip, he started silently up the street, raising his hat merely to the last eager old aunty, to her open-mouthed astonishment. The people were distinctly bewildered. This silent, cold man — was this John?

"Seems monstrous stuck up," someone commented.

But the white postmaster from the edge of the crowd expressed the opinion of his folks plainly.

"That damn Nigger," said he, as he shouldered the mail and arranged his tobacco, "has gone North and got full of fool notions; but they won't work in Georgia."

And the crowd melted away.

John spoke to the people at the meeting of welcome in a church crowded to overflowing. The age, he said, demanded new ideas; we were far different from those men of the seventeenth and eighteenth centuries — with broader ideas of human destiny. Then he spoke of the rise of charity and popular education, and particularly of the spread of wealth and work. The question was, then, he added reflectively, looking at the low discolored ceiling, what part the Negroes of this land would take in the striving of the new century. He sketched in vague outline the new Industrial School that might rise among these pines, he spoke in detail of the charitable work that might be organized, of money that might be saved for banks and business.

A painful hush seized the crowd. Little had they understood of what he said, for he spoke an unknown tongue; and they sat very still while the clock ticked.

It was several days later that John walked up to the Judge's house to ask for the privilege of teaching the Negro school. The Judge himself met him at the front door, stared a little hard at him, and said brusquely, "Go round to the kitchen door, John, and wait." Sitting on the kitchen steps, John stared at the corn, thoroughly perplexed. What on earth had come over him? Every step he made offended some one. He had come to save his people, and before he left the depot he had hurt them. He sought to teach them at the church, and they had not understood him. He had schooled himself to be respectful to the Judge, and then blundered into his front door. And all the time he had meant right — and yet, somehow he found it so hard to fit in his old surroundings again, to find his place in the world about him. Then his sister, who worked in the house as a maid, came to the kitchen door and said the Judge was

waiting for him.

The Judge sat in the dining-room amid his morning's mail, and he did not ask John to sit down. He plunged squarely into the business. "You've come for the school, I suppose. Well, John, I want to speak to you plainly. You know I'm a friend to your people. I've helped you and your family, and would have done more if you hadn't got the notion of going off. Now I like the colored people, and sympathize with all their reasonable aspirations; but you and I both know, John, that in this country the Negro must remain subordinate, and can never expect to be the equal of white men. In their place, your people can be honest and respectful; and God knows, I'll do what I can to help them. But when they want to reverse nature, and rule white men, and marry white women, and sit in my parlor, then, by God! we'll hold them under if we have to lynch every Nigger in the land. Now, John, the question is, are you, with your education and Northern notions, going to accept the situation and teach the darkies to be faithful servants and laborers as your fathers were — I knew your father, John; he belonged to my brother, and he was a good Nigger. Well — well, are you going to be like him, or are you going to try to put fool ideas of rising and equality into these folks' heads, and make them discontented and unhappy?"

"I am going to accept the situation, Judge Henderson," answered John, with a brevity that did not escape the keen old man. He hesitated a moment, and then said shortly, "Very well — we'll try you awhile. Good morning."

NOTES AND COMMENTARY

W. E. B. Du Bois (1868—1963), famous Negro leader, scholar and writer, was born in Massachusetts, U. S. A. He received his Ph. D. from Harvard in 1895, and taught economics and history

at Atlanta University. He was one of the leaders of the National Association for the Advancement of Colored People and editor of its organ *The Crisis* for many years. After 1960 he lived in Ghana, and became a Ghanaian citizen shortly before he died there in August 1963.

All his life Dr. Du Bois fought for the liberation of the Negro people of the United States and Africa. He was also a champion of world peace and a friend of People's China. Besides many important works on Negro history, he wrote novels and verses of Negro life, among them *The Dark Princess*, *The Ordeal of Mansart*, and *Mansart Builds a School*. "Of the Coming of John" is a short story taken from one of his early works *The Souls of Black Folk* (1903). It describes an incident that took place in a small Southern town in the United States in the period following the Civil War of 1861—65.

* * *

1. Georgia

Georgia is one of the Southern States. In the South the oppression of the Negro people has always been particularly vicious.

2. "Good-mawnings" and "Howdys" — "Good-mornings" and "How-do-you-dos"

The people were greeting each other in their Southern dialect.

3. the "Jim Crow" car

"Jim Crow" means discrimination against or segregation of the Negroes. A "Jim Crow" car, therefore, is a car in which Negro passengers are segregated. They have to sit in the back, while the front seats are for whites only.

4. monstrous — extremely

The word is used as an adverb only in colloquial speech, and is now rare.

The use of *fool* (instead of *foolish*) in "fool notions" and "fool ideas" is also colloquial.

5. Nigger — Negro

This is a term of hostility and contempt. Only the racists use it.

6. The age demanded new ideas.

After the Civil War slavery was legally abolished. This gave some Negroes, especially those few who got a chance to be educated, the illusion that they would be free and able to live a new life. They thought they had entered upon a new age and therefore should have new ideas.

7. "Go round to the kitchen door."

Slaves were not allowed to enter their master's house by the front door. The Judge would not give up this practice.

8. In their place -- if they remain low and humble

Place may refer to position, rank or station, often with the implication of being inferior or humble. It is used in this sense in expressions as "to know one's place", "to keep one in one's place", etc. "The Negro must be kept in his place" is a comment frequently heard in the South.

9. Northern notions — views held by the people in the North.

In the industrial North the discrimination against Negroes was more veiled than in the South, though in fact it was just as savage. The white planters in the South had forced the Negroes to work on their plantations as slaves. Northern capitalists wanted cheap Negro labour for their factories and so declared themselves in favour of abolition of Negro slavery. There was also some talk in the North about granting equal rights to the Negroes. "Northern notions" like these were unacceptable to Southern racists like the Judge.

VOCABULARY NOTES

1. and can never *expect* to

Expect, *hope* and *wish* sometimes have the same Chinese equivalent: 希望. *Wish* implies that the thing desired is remote or uncertain, or even impossible. Hence the subjunctive mood is used in the object clause. *Hope* implies a desire for something, accompanied by some confidence in the belief that it can be realized. *Expect* implies a considerable degree of confidence that something will happen.