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LESSON XVIII

Li Shih-chen

Li Shih-chen was born in 1518 in Chichun, Hupei Province. His father was a doctor, and like most doctors of the time, he was very poor. He hoped that his son would study for the examinations and become an official. From childhood the boy loved nature and preferred to read books about nature. But because his father wished it, he began at the age of fourteen to prepare for the examinations. The official examination system was one of the means by which the ruling class got the intellectuals to support their reactionary government. The examinations were run on extremely irrational principles. Young Li failed three times. After his third failure he decided to go in for medicine.

He soon found that the old books on medical substances were full of errors. They were government publications and they took no account of popular prescriptions, even when these had been tested by long experience. Li made up his mind to write a new book. After reading all the available books on the subject, he took up field work. He studied not only the plants in his own garden, but also those which grew wild. He studied animal anatomy and once opened up an anteater to find out if it really ate ants. He was no blind follower of tradition, and even political pressure did not prevent him from opposing false theories.

From early childhood Li had seen that his father gave free treatment to the poor, and when he started on his own he carried on his father's humanitarian work. During an epidemic which came after a great flood, he worked hard as a volunteer to help the sick and the dying. Li not only loved the working people; he respected their knowledge and experience. He once saw a group of cart-drivers cooking some pink flowers which he recognized to be morning-glories. "Why do you eat these flowers?" he asked. "We travel all the year

round in all sorts of weather," they replied. "Nearly every one of us suffers from some trouble in the muscles or joints. This flower is a cure. It is a recipe handed down from the very old days." Li immediately wrote this down. He collected similar recipes from his patients and appreciated these more than their payments. Thus he combined theory with practice.

In 1578, when he was sixty, he finally completed his great work, the "Pen Tsao Kang Mu" in 52 volumes, with about two million words and over a thousand illustrations. He had rewritten it three times. It describes 1,871 plant, animal and mineral substances, and lists no less than 8,160 prescriptions. Many of the substances had been mentioned by previous authors, but Li had for the first time made a critical examination of all of them. He had cleared up confusion arising from different medicines having the same name and from various names being given to the same substance.

Li's great book has been famous for hundreds of years. It reached Japan in 1606 — ten years after its publication — and has been twice translated into Japanese, the second time as late as 1929. There have been ten or more translations into English.

Medical workers in China are beginning to make a systematic study of the medical science of their motherland. An exhibition to commemorate Li Shih-chen was held in Shanghai in 1954. To meet the increasing demands of medical circles, the People's Public Health Publishing House is preparing a facsimile of the first edition. In his own time, Li earnestly desired the printing to be sponsored by the government so that his book could bring blessings to the masses. It is only now, when the people have become masters in their own country, that the fondest wish of Li Shih-chen, one of China's greatest scientists, has at last come true.

Word Combinations and Phraseological Units

1. to get one to (do) 使某人(作)
2. to go in for 从事
3. to take no account of 不考虑
4. to take up 动手作(工作等)

5. on his own 独立, (凭)自己
6. to carry on 繼續
7. all the year round 一年到头
8. to suffer from 患(病)
9. to hand down 傳(給后世)
10. to clear up 澄清
11. to meet demands 滿足要求

Notes and Commentary

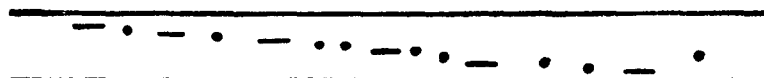
1. Li Shih-chen — 李时珍 (1518-1593)
2. Chichun, Hupei — 蕪春, 湖北
3. because his father wished it — “It” here stands for the whole following clause. See Grammar, Lesson XV.
4. irrational — The word is composed of ir-ration-al. “Ir-” is a Latin prefix meaning “not”, placed before words beginning with “r”, e.g. irregular. Words beginning with “p” take “im-”, e.g. impolite; with “l”, take “il-”, e.g. illegal. Other words take “in-”, e.g. incorrect. “-al” is a common suffix of Latin origin which can be added to a vast number of nouns of Latin origin to form adjectives, e.g. educational.
5. to go in for — to take as one’s occupation (or pastime)
E.g. to go in for literature, stamp-collecting
6. which grew wild — 野生的
7. took up — The phrase has different meanings in different contexts. Here it means “occupied himself with”.
8. He was no blind follower of tradition — 他决不盲目地遵从傳統
Here “no” is used instead of “not a” to show that a person or thing does not deserve the name.
9. “Pen Tsao Kang Mu” — 本草綱目
10. as late as 1929 — as recent as 1929 近在 1929 年还
11. facsimile — 影印本

Phonetics

The Intonation of Sentences Containing More Than One Group — Tune II followed by Tune I.

1. When a subordinate clause or adverbial modifier comes first in a sentence, its meaning is incomplete. In such sentences we usually have Tune II followed by Tune I.

After reading all the available books on the subject,

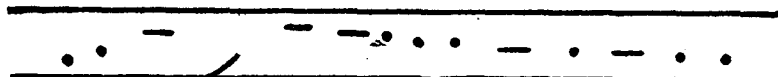


'a:ftə 'tri:diŋ 'ɔ:l ði ə'veiləbl 'bʊks ɔn ðə 'sʌbdʒikt,
he 'took up 'fi:ld wɜ:k.



hi: 'tuk ʌp 'fi:ld wɜ:k.

In his 'own 'time 'Li 'earnestly de'sired the 'printing to



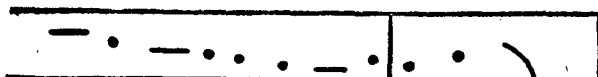
in iz 'oun 'taim 'li: 'ə:nistli di'zaɪəd ðə 'printiŋ tə
be ↑sponsored by the |government.



bi ↑spɒnsəd baɪ ðə 'gʌvənmənt.

2. Alternative questions are said with Tune II followed by Tune I.

'Is your 'trouble in the 'muscles or the 'joints?



'iz jɔ: 'traʊbl in ðə 'mʌslz ɔ: ðə 'dʒɔɪnts?

'Li 'asked himself 'whether he should be an of'ficial or a 'doctor.



'li: 'ɑ:skt ɪmsɛlf 'weðər i: ʃəd bi ən ə'fiʃəl ɔr ə 'dɒktə.

3. Enumerations are pronounced with Tune II repeated until the last of the series, which is pronounced with Tune I.

'One, 'two, 'three, 'four, 'five.



'wʌn, 'tu:, 'θri:, 'fɔ:, 'faɪv.

'Wool, 'musk and 'herbs.



ˈwʊl, ˈmɑːsk, ənd ˈhæːbz.

Note: If the series consists of adjectives followed by a noun, the adjectives have Tune II and the noun has Tune I.

It deˈscribes ˈmʌni ˈplɑːnt, ˈænɪməl and ˈmɪnərəl ˈsʌbstənsɪz.



ɪt dɪsˈkraɪbz ˈmeni ˈplɑːnt, ˈænɪməl ənd ˈmɪnərəl ˈsʌbstənsɪz.

Exercises

Read the following sentences aloud many times, giving the correct intonation:

1. ˈAfter his ˈthird ˈfailure he deˈcided to ˈgo ˈin for ˈmedicine.
2. ˈDuring the ˈlong ˈcourse of his ˈstudies he acˈquired ˈhabits of exˈactitude and inˈtegrity.
3. In 1578 (ˈfifteen ˈseventy-ˈeight), ˈwhen he was ˈsixty, he ˈfinally comˈpleted his ˈgreat ˈwork.
4. To ˈmeet the inˈcreasing deˈmands of ˈmedical ˈcircles, the ˈPeople's ˈPublic ˈHealth ˈPublishing House is preˈparing a facˈsimile of the ˈfirst eˈdition.
5. No matter ˈhow ˈpleasing the ˈcolours of this ˈsoap-bubble may apˈpear to your ˈeye, it will inˈevitably ˈburst.
6. No matter ˈhow ˈperfect a ˈbird's ˈwing ˈis, it could ˈnever ˈlift the ˈbird if it were ˈnot supˈported by ˈair.
7. In the ˈgroup which I am ˈcalled upon to diˈrect, the ˈspirit of co-ˈopeˈraˈtion is ˈeverything.
8. ˈShould a ˈscientist ˈmerely collect ˈfacts or ˈshould he ˈtry to ˈpenetrate into the ˈmystery of their ˈorigin?
9. ˈDid Mrs. ˈBennet ˈgo to ˈNetherfield ˈPark with the ˈgirls, or ˈdid she ˈsend them by themˈselves?
10. ˈYaks supˈply ˈmilk, ˈbutter, ˈmeat and ˈwool.
11. ˈWheat, ˈpumpkins, toˈmatoes, poˈtatoes, ˈall ˈdo ˈwell.

Grammar

1. Basic Uses of the Infinitive

The infinitive may be used:

1. As subject:

To talk with you is a pleasure indeed.

To go or not to go is a question.

It's hard to tell whether he will come.

2. As predicative:

My only wish was to help him or at least to die with him.

The business of her life was to get her daughters married.

What I want is to perform before the people who have brought true freedom to us Koreans.

3. As part of the predicate:

She does not look well today.

How can you talk about your own children in such a way!

She ought to give up thinking of her own beauty.

4. As object:

She must attempt to draw out Miss Gimple.

He taught us how to read novels.

We found it hard to answer his question.

5. As part of the complex object:

The Japanese did not allow her to dance in Korean costume.

Do you think I can see you work and do nothing myself?

She could not wait for things to take their normal course.

His father did not want him to be a doctor.

6. As part of the complex subject:

She was not allowed to dance in Korean costume.

The Soviet Command seemed to know much about the fascists' secret plans.

She is said to be a great dancer.

They are sure to arrive tomorrow.

7. As attribute:

In such cases a woman has not often much beauty to think of.

We huddled together in an attempt to keep warm.

There was no reason to give him another thought until 3 o'clock.

8. As an adverbial modifier:

He opened up an anteater to find out if it really ate ants.

Twenty years was not enough to make her understand him.

I am sure Mr. Bingley will be very glad to see you.

9. As an independent element:

To tell you the truth, I don't like his poems at all.

Note: The infinitive may also be used as an appositive.

There came the order to evacuate the people.

But here the infinitive may also be regarded as an attribute.

II. Omission of "to" in the Infinitive

The infinitive may be used without "to" in the following cases:

1. When it is used together with an auxiliary or modal verb to form the predicate:

She didn't mean anything by it.

You must do no such thing.

Why (do you, do we) not do it this way?

2. When it is used after verbs like "make", "let", "have", "see", "hear", "watch", "feel", as part of the complex object:

I'll have someone translate the letter for you.

She had seen administrations come and go.

I have heard you speak about them these twenty years.

But in the passive construction, "to" is not omitted:

He was made to work at night.

Almost anything can be made to grow.

3. When it is used after such expressions as "had better", "had best", "do nothing but":

You had better check your exercises again.

She did nothing but criticize others.

Note: After the verb "help", the infinitive is used either with or without "to":

He helped us (to) overcome the difficulties.

Who will help (to) carry this suit-case upstairs?

Exercises

- I. Answer the following questions:

1. When and where was Li Shih-chen born?
2. What did his father wish him to become?
3. What did he like from boyhood?
4. Why did he decide to go in for medicine?
5. What have you to say about the examination system at the time?
6. Were the old books on medical substances very good?
7. What did he do after he made up his mind to write a new book?
8. Did political pressure have any effect on him?
9. How did he carry on his father's humanitarian work?
10. Give an instance to show that he respected the knowledge and experience of the working people.
11. What do you know about his great work, the "Pen Tsao Kang Mu"?

12. Is the book known only in China?
 13. What are medical workers in China beginning to do?
 14. Why do we say that Li's fondest wish has come true at last?
- II. Give the four forms of the following verbs:
bear, prefer, travel, eat, die, arise
- III. Give words with the same root as the following and state what parts of speech they are:
to prefer, to respect, to appreciate, to describe, official, irrational, popular, prescription, follower, humanitarian, cure, practice, illustration, various, famous, systematic, medical
- IV. Paraphrase the following sentences using synonyms of the italicized words:
1. After his third failure he decided to *go in for* medicine.
 2. They *took no account of* popular prescriptions.
 3. After reading all the *available* books on the subject, he *took up* field work.
 4. Even political pressure did not *prevent* him from opposing false theories.
 5. He *carried on* his father's humanitarian work.
- V. Paraphrase the italicized words with words or expressions from the text:
1. He *decided* to write a book on the subject.
 2. The painting had been *passed on* from father to son for ten generations.
 3. As I come from the South, I *like* rice better.
 4. *When he was* sixty, he finally *finished* his great work.
 5. His *dearest hopes* were at last realized.
 6. These books *will satisfy the needs* of the reading public.
 7. He saw a lot of students *getting ready* for the test.
 8. The teacher *is making* a chart for the class.
 9. I *have a strong objection* to your plan.
 10. You can't *understand the full value* of English poetry unless you have a good knowledge of how English is spoken.
- VI. Make four sentences with "the" + adjective or participle used as noun, such as "the sick", "the dying".
- VII. Rewrite the following sentences after the given model, changing the italicized verb into a noun and making all the other necessary changes:

He respected their knowledge and experience very much.

He had great respect for their knowledge and experience.

1. He *examined* all of them in a critical manner.
2. It reached Japan ten years after it *was published*.
3. We should *study* the subject systematically.
4. He died not long after this book *was completed*.
5. The book *has been translated* into English more than ten times.

VIII. Make sentences with the following words and expressions:

to run (to conduct or to manage), to appreciate, to recognize, to oppose, to prefer, to commemorate, available, critical, to get one to (inf.), to take no account of, to combine . . . with . . . , to prevent . . . from . . . , to meet the demands of . . . , to hand down, to clear up, to carry on, to suffer from, on one's own, no less than, as late as

IX. Translate the following into English:

1. 我很感激他好意借給我一本我們圖書館里沒有的詩集。
2. 工厂在生产各种日用品，以滿足农民的需要。
3. 我听到他因生病而不能来講課，覺得遺憾。
4. 馬列主义原則之一是要理論联系实际。
5. 他們对他的著作作了精密的审查以后，发现他的好些理論是錯誤的。
6. 据說早在十三世紀，中国藥已聞名欧洲。
7. 許多从古时傳下来的中国藥方已經証明是有很有效的。
8. 在这种情况下，工作自然沒法繼續下去。
9. 足有三千人出席了紀念魯迅的会。
10. 他的确对科学感兴趣，但是他絕對算不上科学家。
11. 科学家剖开尸体，企图找出致死的原因。
12. 各国人民的接触会有助于消除他們之間的誤解。
13. 虽然他样子改变了很多，我仍然馬上認出他是我的表兄。
14. 由于弟兄倆长得一模一样而引起的混乱，在剧末終於澄清了。
15. 我們正在全国风景优美的地方建筑休养所。
16. 他們的要求是不合理的，我們不必考慮。

X. Fill in the blanks with prepositions or adverbs where necessary:

1. He started — his own — the age — twelve.
2. The rain did not prevent them — carrying — their work — the field.
3. Criticism and self-criticism is one — the means — which we can improve ourselves.
4. You must concentrate — your studies, as you have not made much progress — the course — these six weeks.

5. It dawned —— him that he was no actor, and he made —— his mind to go —— —— literature.
6. I could see that she was not listening —— me, but I went —— talking, hoping to get her interested —— the subject.
7. He read all the books available —— the subject to make himself eligible —— the job.
8. He found —— that his trouble arose —— his lack —— experience.
9. Are you thinking —— going out —— this weather?
10. The ring she had —— had been handed —— —— her great-grand-mother.
11. He says he prefers reading a novel —— home —— going —— the cinema.
12. —— the so-called "democratic" America, there is practically no freedom —— speech.
13. Will you find —— his new address —— me?
14. He was suffering —— a pain —— the back.
15. He took —— field work to learn to combine knowledge —— ex-perience.

XI. State the functions of the infinitives in the following sentences:

1. The boy preferred to read books about nature.
2. He worked hard to help the sick and the dying.
3. He recognized the pink flowers to be morning-glories.
4. An exhibition to commemorate Li Shih-chen was held in Shanghai in 1954.
5. Li desired the printing of the book to be sponsored by the government.
6. What we must learn is to combine theory with practice.
7. To keep me from dying of hunger, my parents sent me to another family.
8. It was not his wish to study for the examinations.
9. Then the carriage was ordered to stop.
10. To be sure, he is a single man of large fortune.

XII. Complete each of the following sentences with an infinitive:

- A. 1. It is a great pleasure
2. It is not an easy job
3. It is a mistake not
4. It is unwise
- B. 1. Her wish is
2. What I like is

3. The purpose of my coming here is
4. Our duty is
- C. 1. He did not know what
2. She has not decided when
3. He hesitated whether
4. Can you tell me where
- D. 1. He thought it a pleasure
2. We found it not too difficult
3. They considered it a joy
4. It is you who have made it possible for us
- E. 1. He is likely
2. The boys are sure
3. The work is certain

XIII. Make sentences after the following models, using the given words:

1. He decided *to go in* for medicine.

hope	refuse	mean
pretend	intend	attempt
offer	manage	afford
2. Her father begged the landlord *to give* them more time.

advise	desire	press
permit	remind	wish
encourage	wait for	long for
3. We were glad *to see* him.

eager	anxious	ready
delighted	surprised	ashamed
willing	unable	sorry
4. I have heard you *speak* about it these twenty years.

make	listen to	have
see	let	watch
notice	hear	feel

XIV. Make sentences after the following models, using the italicized words:

1. She was not strong *enough* to climb that hill.
2. She was *too* weak to climb that hill.
3. She worked hard *so as to* make up her lessons.
4. We hurried *in order* not to miss the bus.
5. Be *so* kind as to come and join us tonight.

XV. Rewrite the following sentences after the model:

It seemed that she was about nineteen.
 She seemed to be about nineteen.

1. It seems that the book is very popular with children.
2. It seemed that she knew French very well.
3. It is known that he is a great music lover.
4. It happened that he was out that day.
5. It happened that they knew each other.
6. It is expected that the meeting will take place next week.
7. It is thought that he is the best chess-player in our university.
8. It is said she loves music more than anything else.

XVI. Complete each of the following sentences with an infinitive:

1. Where can we get something
2. I want to get some books
3. The child has got no toys
4. The nurse has a lot of patients
5. Is it time
6. He was the last one
7. We don't think he has the ability
8. Is this the proper way
9. You have no need
10. He made an attempt
11. His desire is clear to us all.
12. His decision came as a great surprise to his friends.

XVII. Insert "to" before the infinitive where necessary:

1. I think you ought — apologize.
2. You don't need — go there right now.
3. You needn't — go there right now.
4. The child did not dare — go to the wood alone after dark.
5. The child dared not — go to the wood alone after dark.
6. Would you help — carry this bag for me?
7. I don't know where — find him.
8. She saw him — enter the room.
9. He was seen — leave the house in a hurry.
10. Did you not hear me — speak?
11. She was heard — repeat the word many times.
12. You must make him — practise an hour a day.
13. She was made — sing the song over and over again.
14. We had better — stop to rest a little.

XVIII. Fill in the blanks with verbs in the proper tense:

Chan Tien-yu — (be) born in 1861 in a peasant family in Kuangtung. China — (be) then rather weak. It — (defeat) in