



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 泛读 College English

总主编 董亚芬

EXTENSIVE READING

学生用书 STUDENT'S BOOK

Book 3

主 编 张硯秋





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编 者 王珠英

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总 序

《大学英语》是遵照 1986 年国家教委审定的《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、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

本次修订重点:

精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1)words to drill(通过反复操练能熟练掌握其用法的单词);(2)words to remember(能记住其形、音、义的单词);(3)words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍

及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006年3月

编者的话

《大学英语》系列教材自 1986 年问世以来,为适应教学形势的变化,几经修改,于 1992 年出版正式本,并于 1998 年进行了修订。这套教材使用了 20 年,受到使用院校的广泛欢迎,曾先后获国家级奖项,它的生命力在于与时俱进,不断更新,不断完善。

本书为《大学英语》系列教材(第三版)泛读教程。本次修订是按照 2004 年教育部颁布的《大学英语课程教学要求(试行)》并结合当前我国大学英语的实际情况而进行的。因此,我们的修订的方向是:在提高阅读能力的同时,要注重培养学生综合应用英语的能力。

本次修订时不改变原书的体例,即每册十个单元,每单元三篇课文。由于各院校课程安排不同,各地学生阅读能力存在差异,各院校可视具体情况有选择地使用本教材。我们在编排时,每个单元的第一课内容更精彩些,使用时可着重处理。

每篇课文后有两种练习,一是阅读练习,二是词语应用练习。词语应用练习的形式力求多样、新颖,例如多义词用法小结、小词的活用及搭配、同形异义词辨析、以及词的派生等,既能帮助归纳已学知识,又能锻炼学生的应变和适应能力。阅读练习是一定要做的,词语练习可根据个人需要和能力,或全做或选做一部分。为了提高学习兴趣,每十五课后增加一个自测练习,备有供休闲阅读的篇章,学生可自己检查阅读能力的提高。(英译汉及词语练习答案均在“教师用书”里。)

在此次修订时,我们侧重于方便读者,把脚注改为边注。我们的注释原则是:根据 2000 版《大学英语教学大纲词汇表》,中学词汇一律不注,只注四级以上词汇。同根词,在释义不变的情况下,不予重注。由于全国外语教学发展不平衡,各地学生的词汇量相差悬殊,我们的出发点是尽量照顾英语基础相对薄弱的学生。有些单词对某些学生不是生词,但对另一些学生可能是生词,边注详尽为后者提供便利,免去他们查阅字典的麻烦。不过读者应当记住,边注的目的是有利于阅读,而不是给阅读造成障碍。当你阅读时,最好养成一气呵成的阅读习惯,培养从上下文猜测词义的能力,如无阅读障碍,不必顾及边注。当你遇到词语障碍时,再去求助于边注。此外,课文后面列有某些背景知识和长句释义,供贯通理解课文时参考。注码不带圈者为边注,注码带圈者为篇末注释。

总之,泛读教程力求为英语学习提供阅读的园地,注重培育学习兴趣,有助于学生课外积极主动地进行学习,以达到巩固词汇、拓宽知识面、熟悉英语国家文化的目的。我们希望这本泛读教程能成为读者掌握和应用英语的好帮手。

《泛读》(试用本)于 1986 年问世时,曾得到主审王岷源老先生的耐心指导。此次的再修订得到了北京大学大学英语教研室的鼎力相助,并得到中国人民大学外语学院田育英教授等几位老师的大力支持,在此深表谢意。

朱荔、胡之璉、解又明、林庆新、沈贤志老师曾参加本书以前的编写修订工作,特此致谢。

由于编者水平与精力有限,教材中难免还有缺憾,衷心希望读者像往常一样关心爱护这套教材,多加批评指正。

编者

2006年3月



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Unit One

1. Speech versus Silence

Xiong Deni^①



Text

Do you know the proverb¹ "Speech is silver, silence is gold"? If not, read the author's story and you'll never forget what it means.

- "Speech is silver." Or is it? Like many other proverbs, this is not always true. Generally speaking I tend to be on the silent side and hate people who talk too much, especially those who seem to be in love with their own voices and would not allow anyone to edge² a single word in. They are completely oblivious³ to the reaction of their listeners who may look bored, yawn, fidget⁴ in their seats, look at their watches, or pick up any reading matter at hand ... all such obvious signals are completely lost on them. Nothing could be worse than to find oneself alone with such a person. If you have to suffer, it is much better to suffer in the company of some fellow sufferers, for any suffering can be made lighter when shared. When you find yourself the lone target your suffering would seem to be magnified⁵, your boredom would be even greater, the speaker's grating⁶ voice even more grating, and the time passes even more
- 1. proverb /'prɒvɜːb/ n. 谚语, 俗语
 - 2. edge /edʒ/ vt. 插嘴
 - 3. oblivious /əb'liːvɪəs/ a. 漠视
 - 4. fidget /'fɪdʒɪt/ vi. 坐立不安, 烦躁
 - 5. magnify /'mæɡnɪfaɪ/ vt. 增强
 - 6. grating /'ɡreɪtɪŋ/ a. 刺耳



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slowly. When you finally summon⁷ enough courage to say good-bye, your tormentor⁸ will say: "One more thing ..." and this one more thing will turn out to be a very long-winded⁹ and pointless thing. What's more, after this "one more" thing
20 there will inevitably be another "one more thing", and another, and another ... You'll have to literally tear yourself away.

Exaggerated? By no means I assure you. I am talking from my own experience. In fact I know several such gasbags¹⁰ of both sexes and of all ages. Some of them get so excited and
25 carried away that they spit¹¹ saliva¹² into your face if you have the bad luck to be too close to them. And you won't get a word of apology either as they certainly won't even notice such a "trivial"¹³ thing.

Leaving aside such gasbags who are after all exceptions
30 rather than the rule, we still have those people who just do not know when to "leave well alone"^② when they are speaking or explaining something. They are the people who have too much faith in their own words, who use dozens of words when only a few would do, who make a speech when only a couple of sentences would do. They are too anxious to make their point that
35 they don't know when to stop, and seem to think that their listeners are too dim-witted¹⁴ to understand even the simplest of things and everything must be drummed into their heads by repetitions^{15③}. They are the "people who fail because they try
40 too hard."

Please don't think I hate all speeches and all speakers. Speech is, in fact, a quality that distinguishes humans from other animals. Without the gift of speech mankind could not
45 have built the wonderful civilization that we now live in.

Besides fulfilling the basic need of communication, speech is also necessary to spiritually enrich our lives. Those with the
50 gift of the gab¹⁶ are always popular and are welcomed anywhere, any time. They are the souls of parties and social gatherings. No, I certainly don't have any
55 quarrel with these people.

7. summon /'sʌmən/ vt.

鼓起(勇气)

8. tormentor /tɔ:'mentə/ n.

折磨人的人

9. long-winded /'lɒŋ'windɪd/

a. 唠唠叨叨的

10. gasbag /'gæsbæg/ n.

废话连篇的人

11. spit /spɪt/ vt. 吐出

12. saliva /sə'laɪvə/ n. 唾液

13. trivial /'trɪvɪəl/ a. 琐碎

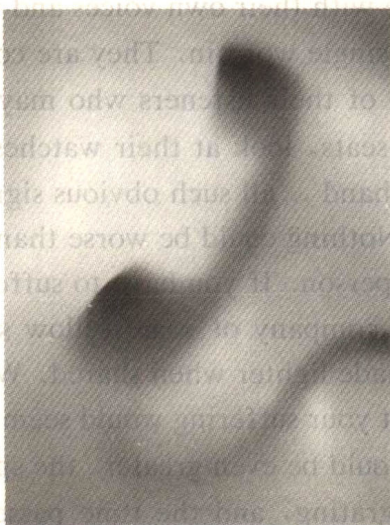
14. dim-witted /'dɪmwɪtɪd/

a. 愚蠢

15. repetition /ˌrepi'tɪʃən/ n.

重复

16. the gift of the gab: 口才





On the other hand, is silence always gold? I used to think so but I've begun to have my doubts. Silence is often associated with strength, as people tend to treat a "strong silent man" with respectful awe¹⁷. But what is the good of respect when it is accompanied by awe? It only estranges¹⁸ you from people who always keep a respectful distance from you. In fact you've lost your power of communication, and a breakdown¹⁹ in communication can often land you in trouble, as I once learnt from my bitter experience.

17. awe /ɔ:/ n. 敬畏

18. estrange /i'streɪndʒ/ vt. 疏远

19. breakdown: 毛病; 失败

It happened when I was still a raw young man just turning twenty, feeling very grown-up and proud of being an Oxford undergraduate. Once I accompanied a group of visiting Chinese scholars on a visit to Stratford-on-Avon^④. We had to take a train there from Oxford and at the station the most senior member, an elderly professor, gave me what he thought was a lot of money (I forget how much it was as the denominations²⁰ were quite different and much smaller then) and told me to buy the tickets for the whole group. There were only four or five of us but what he gave me was far from enough, as I was told at the ticket window. Instead of going back to him to ask for more, I thought it would be much simpler to foot the difference myself as I was sure he would make it up for me later. But I soon found I was sadly mistaken. When I showed him the tickets, I made the fatal mistake of also showing him the loose changes I got left after paying for the difference. I thought that they would help me in explaining what I regarded as a very complicated business — the price for each ticket, the sum total for all the tickets, the sum he had given me, how much short it was, how much I had paid to make up the difference and so on and so forth. I had hardly started when the old man lost his patience. He grabbed the tickets and all the money from my hands and said quite magnanimously²¹: "That's quite all right. Everything is on me." Then pocketing my money, he started to hand out the tickets.

20. denomination /diˌnɒmɪˈneɪʃən/ n. 面额

21. magnanimously /mæɡˈnæːniməsli/ ad. 宽宏大量地

22. flabbergasted /'flæbəɡəːstɪd/ a. 目瞪口呆

23. stutter /'stʌtə/ vi. 结结巴巴地说

24. agitation /ˌædʒɪˈteɪʃən/ n. 激动

25. fare /feə/ n. 路费

I was flabbergasted²². "But Professor, I" I started to stutter²³ in agitation²⁴.

"My dear boy, think no more of this. Do you think I would let you pay for your own fare²⁵ for acting as our free guide? So not another word and hurry to take us to the train!"

My own fare indeed! Did he realize that the money he pocke-

ted was all I had on me? The silly man took my agitation for modesty! I tried to bring up the subject again during the trip but didn't know how to. The more I delayed the more difficult I found it was to open my mouth. At the end of the day when
 100 everybody said how enjoyable the trip was, I could only respond with a wry²⁶ smile. I had made several trips to Stratford before and after that one but that was certainly the most miserable one for me. But looking back on it today, I can smile at my own stupidity²⁷. First I blundered²⁸ for trying to say too
 105 much. Instead of telling that professor simply that he owed me some money, I started a rigmarole²⁹ about ticket prices and what was paid and what should have been paid and by whom etc. Then, after I bungled³⁰, I went to the other extreme of saying nothing at all. Speech was my undoing³¹, and silence
 110 was my doom³².

That experience, though extremely unpleasant at the time, was nothing compared to another much more recent experience of breaking down in communication. I was undergoing³³ an emergency operation on my acute appendicitis³⁴. I had
 115 been given local anaesthesia³⁵ which didn't seem to have the full on me. I complained to the nurse who administered³⁶ it and she told me authoritatively³⁷ that she knew her business and told me not to be too finicky³⁸. That hurt my pride as I always looked down on finicky people, especially finicky men, so I
 120 kept quiet and stoically³⁹ bore the pain. But soon I had something much worse than mere pain to worry about as I started to shake involuntarily⁴⁰. The nurse thought I was shaking out of nervousness and told me to keep still and that there was nothing to worry about.

But the shaking got steadily worse and it became obvious that there was something wrong. Though I was in convulsions⁴¹ my head was perfectly clear. I heard the nurse whisper that the blood pressure could no longer be detected. I heard the head doctor giving orders to stop the operation at once and adopt
 130 emergency measures to revive⁴² my blood pressure. I was given shot after shot as the nurse kept reporting: "No reaction!" I don't know how long this lasted as I had lost all sense of time though I remained conscious all the time. I was told later that it took them fully an hour to revive my blood pressure and to
 135 continue with the operation.

26. wry /rai/ *a.* 哭笑不得
27. stupidity /stju:'pidəti/ *n.* 愚蠢
28. blunder /'blʌndə/ *vi.* 铸成大错
29. rigmarole /'rɪgmərəʊl/ *n.* 冗长的废话
30. bungle /'bʌŋɡl/ *vi.* 债事
31. undoing /ˌʌn'duːŋ/ *n.* 祸根
32. doom /duːm/ *n.* 厄运
33. undergo /ˌʌndə'ɡəʊ/ *vt.* 经历
34. acute appendicitis /ə'kjʊt əpendɪ'saɪtɪs/ *:* 急性阑尾炎
35. anaesthesia /ˌænis'tiːzjə/ *n.* 麻醉
36. administer /əd'mɪnɪstə/ *vt.* 施用(药)
37. authoritatively /ɔ:'θɒrɪtətɪvli/ *ad.* 专断地
38. finicky /'fɪŋɪki/ *a.* 挑剔
39. stoically /'stɔɪkəli/ *ad.* 坚韧地
40. involuntarily /ɪn'vɒləntərɪli/ *ad.* 不由自主
41. convulsion /kən'vʌljən/ *n.* 抽搐
42. revive /rɪ'vaɪv/ *vt.* 恢复



By that time the effect of the anaesthesia was totally gone, though there was never much of it. The doctor warned me that there would be some pain as another dose⁴³ of anaesthesia was out of the question. Who cared about a bit of pain after being snatched⁴⁴ from the jaws of death⁴⁵? In fact it was quite a rare experience to feel every movement of the surgeon's scalpel⁴⁶ and scissors⁴⁷ moving across my belly. When the nurse saw me the following morning, she congratulated me for looking so well. "We really despaired of you last night," she said. "But why didn't you speak out when you felt uncomfortable? We really nearly lost you then."

What could I say to her? It was she herself who told me to keep quiet and not to be finicky, and that she knew her business. I not only believed her but also followed her instructions to the letter⁴⁸. I bore her no ill will and in fact quite liked her for she was at least quite honest about my conditions. The doctor who operated on me was, on the other hand, very evasive⁴⁹ about the whole thing. When asked what had really happened he said it was only a case of allergy to anaesthesia and I was never in any serious danger as everything was under control.

"As I am allergic⁵⁰ to anaesthesia, does it mean I can never undergo another operation?" I asked him.

Again he gave me another evasive answer: "Not necessarily," and he refused to elaborate⁵¹. Either the man was afraid that I might sue him or he wanted to keep up his pride of being an able surgeon. Or perhaps he was right and that I was never in any danger. Anyway, he certainly knew the virtue of keeping silent. But if the nurse was right, my silence nearly cost me my life.

- 43. dose /dəʊz/ *n.* 剂量
- 44. snatch /snætʃ/ *vt.* 夺走
- 45. the jaws of death: 鬼门关
- 46. scalpel /'skælpəl/ *n.* 解剖刀
- 47. scissors /'sɪzəz/ *n.* 剪刀
- 48. to the letter: 不折不扣地
- 49. evasive /ɪ'veɪsɪv/ *a.* 回避的
- 50. allergic /ə'lɜ:dʒɪk/ *a.* 对...过敏的
- 51. elaborate /ɪ'læbəreɪt/ *vi.* 详谈

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Notes

- ① About the author: Professor Xiong was born in 1927 in Nanchang, Jiangxi Province. He emigrated to England in 1937 together with his parents. Graduated from Oxford University with a bachelor's degree in 1948, and with a master's degree in 1952, he came back to China in the early 1950's and was engaged in teaching at Beijing Foreign Languages Institute. Today, he is still active in helping his students with their English studies.
- ② "leave well alone" (L. 31): stop being involved in
- ③ drum something into somebody (L. 38): keep telling someone something until they cannot forget it
- ④ Stratford-on-Avon /'strætʃədɒn'ɛrvən/ (L. 68): town in central England, famous as the birthplace of William Shakespeare



Comprehension of the text

1. Read the following statements and decide whether they are true (T) or false (F) according to the text.

1. The author says that he prefers to stay with people who keep silent rather than with people who are too talkative. T ☐ F ☐
2. The author believes that if one talks too much, he is more likely to err. T ☐ F ☐
3. What the author really hates is long-winded and pointless talks full of repetitions. T ☐ F ☐
4. According to the author, silence is gold and can always bring respect. T ☐ F ☐
5. The author's experience with the group of visiting Chinese scholars taught him so hard a lesson that he never went to Stratford afterwards. T ☐ F ☐