

Book Three

For First- & Second-Year

Students of English

CLOSE READING



· 精 · 读 · 英 · 语 · 教 · 程 ·

主 编 单 位 · 复 旦 大 学

英语专业一、二年级用

(第三册)

復旦大學 出版社

Book Three

For First-& Second-Year

Students of English



CLOSE READING

· 精 · 读 · 英 · 语 · 教 · 程 ·

主 编 单 位 · 复 旦 大 学

英语专业一、二年级用

(第三册)

復旦大學 出版社

图书在版编目(CIP)数据

精读英语教程. 第3册/沈黎主编. —上海:复旦大学出版社, 2002. 7
ISBN 7-309-03285-3

I. 精… II. 沈… III. 英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 052142 号

出版发行 复旦大学出版社

上海市国权路 579 号 200433

86-21-65118853(发行部) 86-21-65642892(编辑部)

fupnet@fudanpress.com <http://www.fudanpress.com>

经销 新华书店上海发行所

印刷 复旦大学印刷厂

开本 787×960 1/16

印张 14.5 插页 1

字数 360 千

版次 2002 年 7 月第 一版 2002 年 7 月第一次印刷

印数 1—6 000

定价 19.00 元

如有印装质量问题, 请向复旦大学出版社发行部调换。

版权所有 侵权必究

《精读英语教程》编写人员

主审

陆谷孙

主编

沈 黎

本册主要编写人员

沈 黎	卢丽安	王 颖
张韧弦	沈 园	王 雷
张素琴	王 乐	

前 言

《精读英语教程》(英语专业用)为大学英语专业本科的精读课本,以一、二年级学生为主要对象。全书共有四册,每一册供一学期使用,另配单独成册的练习答案。

我们根据中国学生的需求,采用博采众长的方法,既不一概否定传统的英语教材,也不盲目推崇时尚热点。通过分析英语教学理论和实践的发展,我们试图在教材中汲取各种有效的教学理论和方法(详见“使用说明”)。

全套教材按专题编排,每册由五个专题组成,每个专题为一单元,全书所涵盖的范围包括人文、社会及自然科学,多为青年学生所喜闻乐见的内容。有些重要的专题在教材中反复出现,如“科学与技术”在第二与第四册中出现两次,而除了集中编排以外,有些科技文章还穿插编排在其他单元;又如全书编排四个单元探讨英语语言,如第一册的“The English Language”,第二册的“English Usage”,第三册的“Communication”,及第四册的“Reading & Writing”。我们还是一些单元内穿插现当代文学精品,以帮助学生提高人文素养和审美情趣。除少数经典篇目外,绝大部分课文是从20世纪八九十年代的英文出版物中精选出来的,有一部分是从美国大学一年级的作文课阅读课本中筛选出来的,作者中不乏有名望的作家及各学科的带头人,课文的语言风格大多具有简洁明快的现代特点。为适合教材的难易坡度和总体结构,第一册的选材大多经过编者的删改,从第二册起,删改逐步减少。

每个单元由围绕同一主题的三篇课文组成,不同选文既体现大体一致的看法,亦有不同的观点,除起互补作用外,更重要的是为启发学生的深入思考提供了充裕的空间,促使学生和课文/作者进行多方位的对话。每单元内课文的体裁呈多样化,故事和非故事性的多种样式往往并存,以同时训练形象思维与逻辑思维,拓宽学生的视界。

《精读英语教程》的练习部分重在培养学生的创新精神,同时也不偏废对基本技能的训练。练习的项目基本固定,但形式灵活多变,趣味性较强。课前讨论的问题一般与理解课文的问题相呼应,而且还和论坛中的某些问题相关联,起层层推进的作用。课文的注释不仅顾及语言现象,还兼顾人名、地名、机构、风俗等文化现象。但有些时文作者的生平资料无法从参考书或网

络查获,只得付诸阙如。词汇、结构部分属基本概念、基本技能的训练,通过训练要求学生掌握课文中出现的要点。论坛部分为综合性最强的练习,集锻炼学生的独立思考能力、收集处理信息能力、分析解决问题能力和口头表达能力于一体。翻译练习旨在扩展课文的内容,多为真实语篇的翻译,课文中某些精彩段落常被选为英译汉的材料,有些篇章则选自英文名篇或名著,还有的选自英文名著的中译本,学生通过练习对照原文后能发现自己在表达方面存在的问题,仰望高手大家,逐渐摆脱稚嫩。写作练习围绕课文的内容组织写作基本技能的训练,从段落逐步过渡到完整的篇章。

《精读英语教程》得以编成出版实属不易。本书的编写小组是在师生痛感现用教材陈旧落后,并由时任复旦大学外文系主任的陆谷孙教授多次大声疾呼后才成立的。编写小组几乎是“白手起家”,属“民间的草台班子”,幸好外文系和校领导始终不渝地支持关心我们,又有复旦大学出版社给我们以鼓励,我们才能在重重困难面前戮力一心,走出一条路来。

在编写过程中,国内知名教授胡文仲、胡壮麟、李观仪、黄源深、虞苏美、黄国文、任绍曾、翟象俊曾对本书的第一册进行过评阅,提出了宝贵意见与建议,为提高教材的质量起了不可低估的作用。

本书为《精读英语教程》的第三册,除主要编写人员外,参加编写工作的还有张莺、韩明。潘霞萍、姜琴为本书提供了很多选材。刘春妹、张萍为教材的复印打字提供了优良的服务,在此,也一并深表谢意。

编 者

2001年12月

使用说明

《精读英语教程》第三册主要供英语专业二年级学生在第三学期使用。全书共有五个主题单元: Communication, Life & Death, The Small Screen & the Big Screen, Education, People & Places。第三册在总体构思方面力求更趋完整,各项练习与课文之间的配合也力求更有实效。

每个主题单元包括三篇课文,其观点、体裁各不相同,通常起互补的作用,以激发学生开阔思路,从不同的侧面观察、思考问题,懂得“体常而尽变”的道理。每篇课文均附注释,对其难点,特别是文化背景方面的难点,作浅显的注释,帮助学生扫除理解课文的障碍并获得百科性知识。

课文的练习包括七部分: Pre-Reading Discussion, Understanding the Text, Vocabulary Development, Expression & Structure, Discussion Forum, Translation, Writing Practice。

Pre-Reading Discussion 安排在课文前,起“热身”作用,学生通过讨论可训练表达能力,还能相互切磋,取长补短。

Understanding the Text 分两个部分,即理解课文意义的部分与理解写作手段的部分。第一部分的问题多不拘泥于具体的事实,而旨在探讨文章的主题思想,因此,在回答问题前,需通读全文,审问探讨。第二部分问题的整体设计在第三册中有所调整,我们基于对概念性隐喻认知机制的理解,本着创新的精神拓宽了设问的范围,在顾及以往文学课本所关注的写作手法的同时,问题大多针对语言中的概念性隐喻,从更深的层面上启发学生有意识地挖掘语言中的认知机制与写作技巧之间的关系。

Vocabulary Development 包括四个部分,所编配的练习均围绕课文中典型常见的词语展开,形式呈多样化,包括填空、改写等。大多数题目需经若干步骤才能完成,如填空一项就要求学生首先找出合适的词或词组,然后再根据上下文填入其合适的形态。

在第三册中我们继续安排了 Expression & Structure 这一项目。这是我们汲取当代认知科学的理论,在二语习得方面所作的尝试。和第一册中的 Grammar & Structure 相比, Expression & Structure 不再偏重语法,开始注重文化、思维和语言之间的有机联系。除了一般的句法练习, Expression &

Structure 还针对课文中典型常见的语言现象,训练学生挖掘其中的基本认知概念,以帮助他们逐步掌握英语的基本思维机制。

Discussion Forum 为讨论形式的综合练习,分两人结对和小组两个层次进行,意在让学生针对课文所提的相关问题作更深入的批评性思考。结对活动一般由趣味性的练习组成;小组活动则围绕一篇和课文内容相关的短文,要求学生从不同侧面作各种对比,以达到深化认知的目的。

英汉互译练习(Translation)所提供的素材是课文内容的一种延伸,也旨在让学生从多元的角度了解单元主题,以形成自己的观点和看法。其中的一部分练习有范本(包括课文)可循,学生可通过对照范本知晓自己的长处与短处,不断明确自己下一步努力的方向。就无范本的练习而言,编者鼓励学生在独立完成翻译后,和同学交换作业,对照评议,以取长补短。

Writing Practice 在第三册中也作了相应的调整,为使练习能有机地配合课文,我们运用写作的指导原则分析课文的内容与结构,为每一篇课文提供一篇微型分析,这一方面能引导学生更透彻地分析与理解课文,另一方面能起一种导写的作用,引领学生逐步掌握写作技能,有效地表达思想。

每一单元内还配有推荐书目,目的在于增加学生的阅读量,劳于读书,逸于作文,既扩展他们的视野,也有利于学生写作时的仿效。此外,每个单元之后均附一份阅读自测表,让学生独立检测阅读中存在的问题,促使他们学会有效的阅读方法。

编者希望教师能在一周内完成一篇课文的教学,但使用本书的教师亦可针对学生的程度和需求弹性安排课时。除了翻译、写作练习需在课外完成,有些词汇、表达法练习同样也可由学生在课外完成。对理解课文与论坛中的问题,教师需保证相应的课时用于讨论,以逐步培养学生思辩与讨论的能力,让他们早日摆脱应试教育模式的负面影响。

编 者

2001年12月

Contents

Unit One Communication 1

Text 1 Hills Like White Elephants 1

Text 2 How to Say Thank You 15

Text 3 The Ways We Lie 26

Unit Two Life & Death 45

Text 1 The Discus Thrower 45

Text 2 On Being a Cripple (Part I) 56

Text 3 On Being a Cripple (Part II) 72

Unit Three The Small Screen and the Big Screen 88

Text 1 The Presence of the Word in TV Advertising 88

Text 2 Managing Mixed Messages 101

Text 3 Amusing Ourselves to Death 115

Unit Four Education 133

Text 1 In Defense of Disorder 133

Text 2 College Pressures 147

Text 3 Letter to a B Student 164

Unit Five People & Places 181

Text 1 Canadians: What Do They Want? 181

Text 2 My Wood 195

Text 3 Once More to the Lake 209

Unit One Communication

Text 1

Pre-reading Discussion

1. What do you make of the title? How do you interpret the simile of "white elephants"? Does the expression ring a bell?
2. Do you see a long shot or a close-up when you read the title?

Hills Like White Elephants

Ernest Hemingway¹

At a train station in northern Spain, an American and the girl with him are talking over drinks. The topic emergent from the scarce clues turns out to go around the girl's pregnancy. The man wants her to have an abortion, but she does not listen to him. Strained as the conversation is, Hemingway captures the subtle sentiments of living with "grace under pressure," a motif the novelist has committed himself to.

- ⑤ The hills across the valley of the Ebro² were long and white. On this side there was no shade and no trees and the station was between two lines of rails in the sun. Close against the side of the station there was the warm shadow of the building and a curtain, made of strings of bamboo beads, hung across the open door into the bar, to keep out flies. The American and the girl with him sat at a table in the shade, outside the building. It was very hot and the express from Barcelona³ would come in forty minutes. It stopped at this junction for two minutes and went on to Madrid⁴.

2 "What should we drink?" the girl asked. She had taken off her hat and put it on the table.

3 "It's pretty hot," the man said.

4 "Let's drink beer."

5 "Dos cervezas,"⁵ the man said into the curtain.

6 "Big ones?" a woman asked from the doorway.

7 "Yes. Two big ones."

8 The woman brought two glasses of beer and two felt pads⁶. She put the felt pads and the beer glasses on the table and looked at the man and the girl. The girl was looking off at the line of hills. They were white in the sun and the country was brown and dry.

9 "They look like white elephants," she said.

10 "I've never seen one," the man drank his beer.

11 "No, you wouldn't have."

12 "I might have," the man said. "Just because you say I wouldn't have doesn't prove anything."

13 The girl looked at the bead curtain. "They've painted something on it," she said. "What does it say?"

14 "Anis del Toro.⁷ It's a drink."

15 "Could we try it?"

16 The man called "Listen" through the curtain. The woman came out from the bar.

17 "Four reales⁸."

18 "We want two Anis del Toro."

19 "With water?"

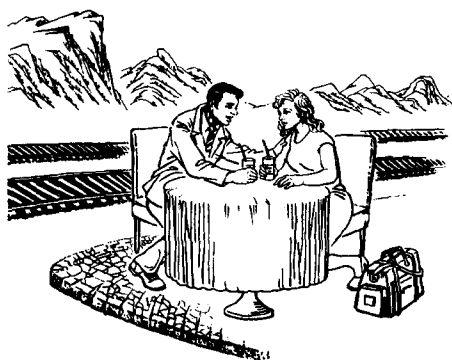
20 "Do you want it with water?"

21 "I don't know," the girl said. "Is it good with water?"

22 "It's all right."

23 "You want them with water?" asked the woman.

24 "Yes, with water."



(25)

(30)

(35)

(40)

Unit One

- 25 "It tastes like licorice⁹," the girl said and put the glass down.
- 26 "That's the way with everything."
- (45) 27 "Yes," said the girl. "Everything tastes of licorice. Especially all the things you've waited so long for, like absinthe¹⁰."
- 28 "Oh, cut it out."
- 29 "You started it," the girl said. "I was being amused. I was having a fine time."
- (50) 30 "Well, let's try and have a fine time."
- 31 "All right. I was trying. I said the mountains looked like white elephants. Wasn't that bright?"
- 32 "That was bright."
- 33 "I wanted to try this new drink. That's all we do, isn't it — look at things and try new drinks?"
- (55) 34 "I guess so."
- 35 The girl looked across at the hills.
- 36 "They're lovely hills," she said. "They don't really look like white elephants. I just meant the coloring of their skin through the trees."
- (60) 37 "Should we have another drink?"
- 38 "All right."
- 39 The warm wind blew the bead curtain against the table.
- 40 "The beer's nice and cool," the man said.
- 41 "It's lovely," the girl said.
- (65) 42 "It's really an awfully simple operation¹¹, Jig," the man said. "It's not really an operation at all."
- 43 The girl looked at the ground the table legs rested on.
- 44 "I know you wouldn't mind it, Jig. It's really not anything. It's just to let the air in."
- (70) 45 The girl did not say anything.
- 46 "I'll go with you and I'll stay with you all the time. They just let the air in and then it's all perfectly natural."
- 47 "Then what will we do afterward?"
- 48 "We'll be fine afterward. Just like we were before."
- (75) 49 "What makes you think so?"

50 "That's the only thing that bothers us. It's the only thing that's made us unhappy."

51 The girl looked at the bead curtain, put her hand out and took hold of two of the strings of beads.

52 "And you think then we'll be all right and be happy."

(80)

53 "I know we will. You don't have to be afraid. I've known lots of people that have done it."

54 "So have I," said the girl. "And afterward they were all so happy."

55 "Well," the man said, "if you don't want to you don't have to. I wouldn't have you do it if you didn't want to. But I know it's perfectly simple."

(85)

56 "And you really want to?"

57 "I think it's the best thing to do. But I don't want you to do it if you don't really want to."

58 "And if I do it you'll be happy and things will be like they were and you'll love me?"

(90)

59 "I love you now. You know I love you."

60 "I know. But if I do it, then it will be nice again if I say things are like white elephants, and you'll like it?"

61 "I'll love it. I love it now but I just can't think about it. You know how I get when I worry."

(95)

62 "If I do it you won't ever worry?"

63 "I won't worry about that because it's perfectly simple."

64 "Then I'll do it. Because I don't care about me."

65 "What do you mean?"

66 "I don't care about me."

(100)

67 "Well, I care about you."

68 "Oh, yes. But I don't care about me. And I'll do it and then everything will be fine."

69 "I don't want you to do it if you feel that way."

70 The girl stood up and walked to the end of the station. Across, on the other side, were fields of grain and trees along the banks of the Ebro. Far away, beyond the river, were mountains. The shadow of a cloud moved across the field of grain and she saw the river through the trees.

(105)

Unit One

- 71 "And we could have all this," she said. "And we could have everything and every day we make it more impossible."
- 72 "What did you say?"
- 73 "I said we could have everything."
- 74 "We can have everything."
- 75 "No, we can't."
- 115 76 "We can have the whole world."
- 77 "No, we can't."
- 78 "We can go everywhere."
- 79 "No, we can't. It isn't ours any more."
- 80 "It's ours."
- 120 81 "No, it isn't. And once they take it away, you never get it back."
- 82 "But they haven't taken it away."
- 83 "We'll wait and see."
- 84 "Come on back in the shade," he said. "You mustn't feel that way."
- 85 "I don't feel any way," the girl said. "I just know things."
- 125 86 "I don't want you to do anything that you don't want to do—"
- 87 "Nor that isn't good for me," she said. "I know. Could we have another beer?"
- 88 "All right. But you've got to realize—"
- 89 "I realize," the girl said. "Can't we maybe stop talking?"
- 130 90 They sat down at the table and the girl looked across at the hills on the dry side of the valley and the man looked at her and at the table.
- 91 "You've got to realize," he said, "that I don't want you to do it if you don't want to. I'm perfectly willing to go through with it if it means anything to you."
- 135 92 "Doesn't it mean anything to you? We could get along."
- 93 "Of course it does. But I don't want anybody but you. I don't want any one else. And I know it's perfectly simple."
- 94 "Yes, you know it's perfectly simple."
- 95 "It's all right for you to say that, but I do know it."
- 140 96 "Would you do something for me now?"
- 97 "I'd do anything for you."

98 "Would you please please please please please please stop talking?"

99 He did not say anything but looked at the bags against the wall of the station. There were labels on them from all the hotels where they had spent nights. (145)

100 "But I don't want you to," he said, "I don't care anything about it."

101 "I'll scream," the girl said.

102 The woman came out through the curtains with two glasses of beer and put them down on the damp felt pads. "The train comes in five minutes," she said. (150)

103 "What did she say?" asked the girl.

104 "That the train is coming in five minutes."

105 The girl smiled brightly at the woman, to thank her.

106 "I'd better take the bags over to the other side of the station," the man said. She smiled at him. (155)

107 "All right. Then come back and we'll finish the beer."

108 He picked up the two heavy bags and carried them around the station to the other tracks. He looked up the tracks but could not see the train. Coming back, he walked through the barroom, where people waiting for the train were drinking. He drank an Anis at the bar and looked at the people. They were all waiting reasonably for the train. He went out through the bead curtain. She was sitting at the table and smiled at him. (160)

109 "Do you feel better?" he asked.

110 "I feel fine," she said. "There's nothing wrong with me. I feel fine." (165)

Notes

1. Ernest Hemingway: US novelist and short-story writer (1899—1961). His fiction usually focuses on soldiers, fishermen, athletes, bullfighters who meet pain and hardship with courage. His literary style is terse and somewhat monotonous, yet suits his elemental subject matter. For more detail, see Note 5 on p. 3, *Book 2*.
2. the Ebro: river in northern Spain.
3. Barcelona: city in northeastern Spain, on the Mediterranean Sea.
4. Madrid: capital city of Spain.

Unit One

5. Dos cervezas: [Spanish] two beers.
6. felt pads: pads made of felt.
7. Anis del Toro: (Spanish) a drink with aniseed.
8. reales: Spanish coins.
9. licorice = liquorice: substance produced from the root of a plant, used in medicine and sweets.
10. absinthe: bitter green alcoholic drink made with herbs. The girl seems to be making connection between the drink and her own pregnant status. She might have long waited for a baby. But the man wants her to have an abortion. As can be seen in the conversation, his insistence makes her feel embittered about "all the things".
11. an awfully simple operation: an implicit reference to abortion, an outpatient operation done in the clinic.

Understanding the Text

I. Questions on the Writer's Ideas.

1. Describe the setting (including the place and time) of this story. Search for information from par. 1 to support your description.
2. Are they a married couple? Why/why not?
3. Why does the man refer to an abortion as an "awfully simple operation"?
4. What is the girl's attitude toward this operation? How does she feel?
5. Does the man appreciate the girl's remark about the hills? How is he feeling at the moment? Does the man care about the girl's feeling?
6. Is the conflict resolved at the end of the story?

II. Questions on the Writer's Strategies.

1. Search for clues in the story so as to know more about the characters.
2. Why is the story set in a time frame of 40 minutes?
3. How would you interpret the sharp contrast between the hills like white elephants and the brown and dry country? What is the significance of these images?
4. Licorice and absinthe can be viewed as metaphors in the text. What do they have in common? What are they metaphoric for?
5. Does the girl make a slip of the tongue when she uses "skin" to refer to the snow covering on the hills? Why/why not?

6. What techniques contribute to the subtle tone of the story? Why is the story written with purposeful subtlety?

Vocabulary Development

- I. Fill in the blanks with the appropriate amount-related words.

string	streak	bead	spoonful
loaf	puff	can	swarm

- _____ of lightning came cracking across the sky.
- A _____ of wind made the pollen blow about.
- Don't forget to buy a _____ of bread on your way home.
- A _____ of droning bees scared the children into the greenhouse.
- The girl lost a _____ of beads in the summer camp.
- _____ of sweat stood on her upper lip.
- To make the fruit pudding, you need to add a _____ of sugar to each tin.
- The bus packed with people is like a _____ of sardines.

- II. Fill in the blanks with the words ending with -way. Change forms when necessary.

doorway	airway	waterway	gateway
motorway	superhighway	railway	subway

- The word "metro" is used for _____ in France and various other countries.
- Mother motioned the little girl back from the _____.
- Many planes were forced to stay on the ground because computers showed the _____ was blocked.
- The _____ is infested with sharks and other fierce sea animals.
- Hard work is the _____ to success.
- Cycling is forbidden on the _____.
- The new _____ station will be built next year.