

大学英语

COLLEGE ENGLISH

北京大学 张祥保 周珊凤 主编

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(三)

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编者说明

《大学英语》是一套高起点综合实践课教材，供高等学校英语专业学生在基础阶段使用。它有助于提高学生听、说、读、写和自学的能力。学生学了这套教材，再加上听、说、读、写等单项训练，在进入高年级时，应该具有以下能力：

1. 能阅读一般英美原著和英语参考书；
2. 能听懂用英语讲授的知识性课程；
3. 能用英语参加课堂讨论，语言基本正确；
4. 能用英语写读书报告，语言基本正确。

《大学英语》全书共分四册。每周上课六学时，可在两年内学完。

第一册计十五课，第二册十一课，第三册和第四册各十五课。短的课文每周讲授一课，较长的课文授课时间可由教师酌定。每课内容包括课文、注释和练习。第一、二册还有词汇表和补充阅读。分别说明如下：

课文：为了一开始就让学生接触地道的英语，课文全部选用英美作者的原著。我们只在少数课文中，从教学的需要出发，作了个别的文字修改。在选材上，我们尽量注意到课文内容的多样性、知识性和趣味性。

词汇表：考虑到学生适应大学的学习要求需要有一个过程，我们在第一册每课课后附有词汇表，并用汉语释义。第二册课文后的词汇表就不列入较易查到的词汇。学完第一、二册后，学生应该有了一定的自学能力，因此，第三、四册就不附词汇表。

注释：包括作者简介、背景知识、语法以及一般工具书中不易查到的语言问题。除第一册课文的注释用汉语外，其它三册的课文注释全部用英语。

练习：第一、二册中有的课文篇幅较长，练习就相应增加，部分分为A、B两组。教师在使用时，可考虑采取教一部分课文，做一部分练习的做法。总的说来，本书练习种类较多，份量较重，教师可选择使用，也可根据学生的需要进行补充。

补充阅读：为了增加学生的语言感性知识和词汇量，第一、二册每课都附有补充阅读材料。我们只做注释，不附词汇表，以逐步培养学生查阅词典的能力。

参加《大学英语》审稿会的有北京外国语学院、北京外贸学院、国际关系学院、南开大学、南京大学、复旦大学、上海外国语学院、华东师范大学、上海师范学院、西安外国语学院、湖南师范学院、解放军洛阳外国语学院、深圳大学和贵州大学等兄弟院校的代表，刘世沐教授担任主审。代表们对《大学英语》提出了许多宝贵意见，对我们帮助很大，我们在此表示衷心的感谢。

曾参加本书一、二册编写工作的，有王式仁、陈瑞兰、石幼珊、丁安如同志；参加三、四册编写工作的有吴桂存、陶洁、王式仁、黄继忠、刘意青、丁安如同志。试用本书的许多教师也同我们密切合作，提出了大量的宝贵建议，给予我们很大支持。我们在此向他们谨致谢意。

由于我们水平有限，本书中缺点和错误在所难免，希望使用本书的同志们指出，以便再版时修正。

一九八四年七月

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Lesson One

TEXT

Ambuscade

by William Faulkner

"We shot him, Granny!" I cried. "We shot the bastud!"

"What?" She looked at me, her face the same color as her hair almost, her spectacles shining against her hair above her forehead. "Bayard Sartoris, what did you say?"

5 "We killed him, Granny! At the gate! Only there was the whole army, too, and we never saw them, and now they are coming."

She sat down; she dropped into the chair, hard, her hand at her breast. But her voice was strong as ever:

10 "What's this?"

"We shot the bastud, Granny!" Ringo said.

We looked up and saw them ride past the window — the blue coats and the guns. Then we heard the boots and spurs on the porch.

15 "Louvinia! What is this? What are they trying to tell me — " Then she said, "Quick! Here!" and then Ringo and I were squatting with our knees under our chins, on either side of her against her legs, with the hard points of the chair rockers jammed into our backs and her skirts spread over us like a tent,
20 and the heavy feet coming in and — Louvinia told us afterward — the Yankee sergeant shaking the musket at Granny and saying:

"Come on, grandma! Where are they? We saw them run in here!"

25 "You are mistaken," she said. "There are no children in this house nor on this place. There is no one here at all ex-

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cept my servant and myself, and the servants in the quarters.” She didn’t move at all, sitting bolt upright, and right on the edge of the chair, to keep her skirts spread over us. “If you
30 doubt me, you may search the house.”

“Don’t you worry about that; I’m going to — Send some of the boys upstairs,” he said. “If you find any locked doors, you know what to do.”

“You won’t find any locked doors,” Granny said. “At
35 least, let me ask you — Is he — it — the one who —”

“Dead? Hell, yes! Broke his back, and we had to shoot him!”

“Had to — you had — shoot — ”

“Yes, by God! Had to shoot him! The best horse in
40 the whole army! The whole regiment betting on him for next Sunday — ” He said some more, but we were not listening. We were not breathing either, glaring at each other in the grey gloom, and I was almost shouting, too, until Granny said it: “Didn’t — they didn’t — Oh, thank God! Thank God!”

45 We never heard the other man, when he came in — a colonel, with a bright short beard and hard bright eyes, who looked at Granny sitting in the chair with her hand at her breast, and took off his hat. Only he was talking to the sergeant.

“What’s this?” he said. “What’s going on here, Har-
50 rison?”

“This is where they ran to,” the sergeant said. “I’m searching the house.”

“Ah,” the colonel said. He didn’t sound mad at all. He just sounded cold and short and pleasant. “By whose authority?”

55 “Well, somebody here fired on United States troops. I guess this is authority enough.”

“And killed one horse,” the colonel said.

“It was a United States horse. And so here we are, riding peaceful along the road, not bothering nobody yet, and these

60 two little devils — The best horse in the army; the whole regiment betting —”

“Ah,” the colonel said. “I see. Well? Have you found them?”

“We ain’t yet. But these rebels are like rats when it comes
65 to hiding. She says that there ain’t even any children here.”

“Ah,” said the colonel. And Louvinia said how he looked at Granny now for the first time.

She could see his eyes going from Granny’s face down to where her skirt was spread, and looking at her skirt for a whole
70 minute and then going back to her face. And then Granny gave him look for look while she lied. “Do I understand, madam, that there are no children in or about this house?”

“There are none, sir,” Granny said.

Louvinia said he looked back at the sergeant. “There are
75 no children here, sergeant. Evidently the shot came from somewhere else. You may call the men in and mount them.”

“But, colonel, we saw them two kids run in here! All of us saw them.”

“Didn’t you just hear this lady say there are no children
80 here? Where are your ears?”

“Well, sir, you’re colonel.”

Then the colonel was gone. We heard his spurs in the hall and on the porch, then the horse, dying away, ceasing, and then Granny let go. She went back into the chair with her hand at
85 her breast and her eyes closed and the sweat on her face in big drops; I began to holler, “Louvinia! Louvinia!” But she opened her eyes then and looked at me. Then she looked at Ringo for a moment, but she looked back at me, panting.

“Bayard,” she said, “what was that word you used?”

90 “Word?” I said. “When, Granny?” Then I remembered; I didn’t look at her, and she lying back in the chair, looking at me and panting.

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“Don’t repeat it. You cursed. You used obscene language, Bayard.” I didn’t look at her. I could see Ringo’s feet
95 too. “Ringo did too,” I said. She didn’t answer, but I could feel her looking at me; I said suddenly: “And you told a lie! You said we were not here.”

“I know it,” she said. She moved. “Help me up.” She got out of the chair, holding to us. We didn’t know what she
100 was trying to do. We just stood there while she held to us and to the chair and let herself down to her knees beside it. It was Ringo that knelt first. Then I knelt, too, while she asked the Lord to forgive us for telling the lie. Then she rose; we didn’t have time to help her. “Go to the kitchen and get a pan of
105 water and the soap,” she said. “Get the new soap.”

Notes

1. William Faulkner — (1897–1962) American fiction writer. His stories are mostly about the Old South, where he was born and grew up. Among his best known works are *The Sound and the Fury*, *Light in August*, and *Absalom, Absalom!* *Ambuscade* is an excerpt from his *Unvanquished*, which describes an incident during the American Civil War (1861–1865). Bayard is a boy of the Sartoris family. His father, a colonel, fights on the side of the Confederacy of the eleven Southern states that seceded from the U.S. (1860–1861). Bayard and his black companion Ringo (grandson of Louvinia) fire at a Union soldier they see riding towards the plantation. The colonel that appears after the sergeant knows where the boys are hiding; however, he behaves as if there had been no war. And, on leaving he expresses the hope that “you will never have anything worse than this to remember us by.”
2. bastud (l. 1) — dialectal pronunciation of “bastard”. Also peculiar to the Southern dialect is the use of the double negative.
not bothering nobody yet (l. 59)

3. her face the same color as her hair (ll. 2,3) — sometimes written as “her face of the same color as ...”:

Her shoes are (of) the same size as mine.

His brother is (of) the same age as you.

4. color (l.2) — Early in the seventeenth century the English language was brought by English settlers to what is today the U.S. and began to be modified while being used. As a result there are slight differences between the two varieties of English. For instance: “color” is the American spelling of “colour” and “center” that of “centre”. “Secretary” is pronounced as /'sekrətəri/ in the U.S. and /'sekrətri/ in Britain; “ate”, the past tense form of “eat”, is pronounced /eit/ in the U.S. and /et/ in Britain. “Five of eight” and “five after eight” are used only in the U.S. while “five to eight” and “five past eight” are acceptable in both countries. “Guess” (l. 56) can be used colloquially to mean “think” or “suppose” in the U.S. besides its other meanings that are common to both varieties of English. “School” is sometimes used in the U.S. to refer to universities and colleges while in Britain it refers chiefly to places of education attended by boys and girls just up to the age of eighteen or to parts of a university. Then different words are sometimes used to mean the same thing, e.g. “mail”, “elevator”, “sidewalk”, and “railroad” are used in the U.S. to mean what are called “post”, “lift”, “pavement” and “railway” in Britain. It is occasionally found that the same word may mean two different things. In the U.S. “robin” is the name of a large bird while in Britain it is the name of a small red-breasted bird; “homely” means “not very good-looking” in American English and it implies “something rather pleasant” in British English.

5. Louvinia (l. 15) — feminine name, popular in the South of the U.S. in the 19th century *Early*
6. Yankee (l. 21) — a native or inhabitant of a Northern state, especially a Union soldier from the North during the Civil War; colloquially used in Europe to refer to a U.S. citizen
7. sergeant (l. 21) — “Sergeant” is a non-commissioned officer in the

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army appointed from among the enlisted men. In the U.S. Army non-commissioned officers rank as follows:

corporal, sergeant, staff sergeant, sergeant first class, master sergeant, sergeant major

8. quarters (l. 27) — (pl.) Here it refers to the lodgings of the servants.
9. colonel (l. 45) — a commissioned officer. Commissioned officers in the U.S. Army rank as follows:
second lieutenant, first lieutenant, captain, major, lieutenant colonel, colonel, brigadier general, major general, lieutenant general, general, general of the army
10. these rebels (l. 64) — Here “rebels” refers to the Confederates.
11. when it comes to (ll. 64, 65) — Here “come to” means “be in the field of”, “be about”.
When it comes to helping the needy, he is always the first to volunteer.
12. She says that there ain’t even any children here. (l. 65) — The simple present is used with such verbs as “tell”, “hear”, “learn”, “write”, etc. to express the present effect of a past communication:
I *hear* that there are no children in or about this house.
13. And Louvinia said how he looked (l. 66) — “Said” is colloquially used to mean “described” or “told us”.
14. gave him look for look (l. 71) — “For” is used here to mean “in exchange for”.
to give a person blow for blow
to translate word for word
15. we saw them two kids run in here (l. 77) — In standard English “those” is used instead of “them”.
16. Granny let go (l. 84) — “Let go” means “relax”, “no longer hold

back”.

The girl kept a bold front until she was alone. Then she let (herself) go.

There is a saying that a drowning man won't let go (of) a blade of grass even.

17. ask the Lord to forgive us for telling the lie (ll. 102, 103) — According to the Bible, one of God's ten commandments is “Thou shalt not bear false witness against thy neighbor.”
18. get a pan of water and the soap (ll. 104, 105) — to wash the boys' mouths because they had used obscene language

EXERCISES

I. *Answer the following questions on the text:*

1. What offence did the boys commit?
2. How did Granny take the news?
3. What did Granny say that could have betrayed herself to the sergeant?
4. What caused Granny to say “Thank God”?
5. What do you think of the colonel's attitude to Granny?
6. Who was Louvinia? And what did she say that contributed to our understanding of Granny's character?
7. Describe the conversation between the colonel and the sergeant.
8. What is meant by “I could see Ringo's feet, too”?
9. What change came over Granny after the soldiers left?
10. Why was Granny dissatisfied with Bayard?
11. How did the boy defend himself?
12. What took place from the time when Granny said “Help me up” to the moment when “we didn't have time to help her”?
13. Did the intrusion by the enemy troops have much effect on the boys' routine life?

II. *Classify the phrases that follow the italicized noun phrases in the sentences given below:*

(with) n. + n.:

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(with) n. + v-ing:

(with) n. + v-ed:

(with) n. + prep. phrase:

1. She looked at me, *her face* the same color as her hair, *her spectacles* shining against her hair above her forehead (ll. 2-4)
2. Ringo and I were squatting with *our knees* under our chins ... with *the hard points* ... jammed into our backs and *her skirts* spread over us ... and *the heavy feet* coming in and ... *the Yankee sergeant* shaking the musket at Granny and saying ... (ll. 16-22)
3. ... who looked at Granny sitting in the chair with *her hand* at her breast (ll. 46, 47)
4. She went back into the chair with *her hand* at her breast and *her eyes* closed and *the sweat on her face* in big drops (ll. 84-86)

III. Make sentences after the given models:

1. There are *no* children in this house *nor* on this place. (ll. 25, 26)
2. There is *no one* here at all *except* my servant and myself (ll. 26, 27)
3. We were *not* listening. We were *not* breathing *either* (ll. 41, 42)
4. Do I understand, madam, that there are *no* children ... There are *none*. (ll. 71-73)

IV. Fill in the blanks with proper verbs:

1. He _____ in the chair behind the desk when Li and her son walked in.
2. He _____ out of the chair to greet them.
3. Then he _____ back into his chair and asked what he could do for them.
4. Li _____ on the edge of a chair while the boy _____ at her feet sobbing.
5. He _____ bolt upright while the mother told him the wrongs they had suffered.
6. When she had finished, he _____ back in his chair, thinking how he could help them.

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7. He _____ into his chair with a sigh of relief when the visitors had finally closed the door behind them.

V. *Fill in the blanks with prepositions and adverbs:*

1. Was it _____ the authority _____ the constitution that those people were locked _____ and their houses searched?
2. When it comes _____ opportunities _____ advancement _____ knowledge, the university is _____ far the best place.
3. I still remember our sitting _____ the camp fire _____ the gloom _____ a winter's evening, listening _____ the old man telling us stories _____ the liberation war.
4. She did not bother to take _____ her glasses. She pushed them _____ her hair to look _____ the students.
5. She held _____ the table as she slowly got _____ her chair _____ her left hand _____ her breast.
6. She shook her forefinger _____ the boy. Before she could speak, he was _____ the room, _____ the hall and then outside _____ the porch, looking _____ the window glass, _____ a grin _____ his face.
7. I saw her run _____ the street _____ the pouring rain _____ a handkerchief spread _____ her head and then disappear _____ the crowds.
8. He squatted _____ the floor _____ his knees _____ the chin and his arms _____ his legs.
9. I looked for the man _____ the house and _____ the house. I could find no one _____ the place _____ an old man. And he said that he did not know where the family had moved _____ .
10. "What's going _____ here?" He did not sound friendly _____ all and looked _____ me threateningly. I gave him look _____ look while I asked him why he had broken _____ a private house.

VI. *Transcribe the following words:*

1. sat, squat
2. cold, colonel

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3. servant, sergeant

VII. *Tell how the letter a is pronounced in the following words and give more examples if possible:*

language, past, what, any, spectacles, water, gate, ancient, bathe

VIII. *Write in each blank space a word that fits naturally:*

William Scott, a private soldier of the Third Vermont Regiment, had been found _____ asleep at his post. For this offence, he had been _____ to be shot within 24 hours. _____ comrades called for advice on _____ Washington official, who instantly took them to the President's _____.

The president was _____ first to speak.

"_____ is this?" he asked.

"_____ President," the official said, "these boys of the Third Vermont want _____ that you _____ can give them — the life of a comrade."

"What has he _____?" asked the President. "You Vermonters are not a bad lot, generally."

The captain _____ a graphic account of the whole story, and ended _____ saying: "He is as brave a boy as there is in your army, sir. Scott is _____ coward. Our mountains breed no _____."

"Captain, your boy _____ not be shot. I have for some time intended to _____ to the camp. I will do so today. I shall know then that there is _____ mistake in suspending the execution."

Within a day _____ two, the newspapers reported that a soldier sentenced to be shot for _____ on his post had been pardoned by the _____ and returned to the regiment.

IX. *Retell the story by completing the following sentences:*

During the American Civil War some Union soldiers came to ... because two boys ... The grandmother, a pious woman, lied ... Though the Colonel knew ... he ... When no longer threatened with danger, the old lady ...

X. *Be prepared to argue either for or against the saying:*

Honesty is the best policy.

Your sentences may begin with:

As a soldier the colonel ... to treat a person on the enemy side
the way he did ...

Granny thought it ... to lie to an enemy and yet ...

It was ... that Granny should be more severe to Bayard than
to Ringo

To the boys, war was ...

etc.

XI. Topics for Composition:

1. I Broke the Windowpane
2. When the Enemy Searched Our House for My Father