

COMPREHENSIVE ENGLISH

综合英语

(第三册)

主编:李泽民 吕长发



气象出版社

河南省高等教育自学考试教材

南省高等

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第三册

主 编 李泽民 吕长发
副主编 胡金环 杨英军 牛保义

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李泽民 吕长发主编

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前 言

高等教育自学考试教材建设是高等教育自学考试工作的一项基本建设。为了满足个人自学、社会助学和国家考试的需要,我们组织了河南大学外语系的部分教师,根据专业考试计划,按照全国高等教育自学考试指导委员会颁布的《英语专业自学考试大纲》的要求,并结合自学考试的特点编写了《综合英语》一书。它是我省高等教育自学考试英语专业的必读教材,也是我省高等教育自学考试其它专业的公共英语教材,同时也可作为普通高校和成人高校的教学用书。

本书由李泽民、吕长发任主编,胡金环、杨英军、牛保义任副主编。

编写高等教育自学考试教材是一种新的尝试。由于本书的编印时间仓促,不当之处,在所难免,希望得到社会各方面和广大自学者的批评指正。

河南省高等教育自学考试委员会办公室

1995年8月

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Lesson One

TEXT

A BOY AND HIS FATHER BECOME PARTNERS

by Ralph Moody

I like all kinds of chocolate. Best of all, though, I like bitter baking chocolate. Mother had bought a bar of it, and somehow I couldn't stop thinking about it.

I was helping Father on the winnowing. It was right then I got the idea. I could whack a chunk off the end of that bar of chocolate. Mother would be sure to miss it, but before she had any idea who had done it, I could confess I'd taken it. Probably I would not even get a spanking.

I waited until Mother was out feeding the chickens. Then I told Father I thought I'd go in for a drink of water. I got the bar down, but I heard Mother coming just when I had the knife ready to whack. So I slipped the chocolate into the front of my shirt and left quickly. Before I went back to help Father, I went to the barn and hid the chocolate there.

All the rest of the afternoon, I didn't like to look at Father. Every time he spoke it made me jump. My hands began shaking so

much that he asked me what was the matter. I told him it was just that my hands were cold. I knew he didn't believe me, and every time he looked my way my heart started pounding. I didn't want the chocolate any more. I just wanted a chance to put it back without being caught.

On the way out for the cows, I calmed down a little and could think better. I told myself that I hadn't really stolen the whole bar of chocolate, because I meant to take only a little piece. That's as much as I would have taken, too, if Mother hadn't come along when she did. If I had put back the whole bar, I wouldn't have done anything wrong at all.

I nearly decided to put it all back. But just thinking so much about chocolate made my tongue almost taste the smooth bitterness of it. I got thinking that if I sliced about half an inch off the end with a sharp knife, Mother might never notice it.

I was nearly out to where the cows were when I remembered what Father had said once — some of the family money was mine because I had helped to earn it. Why wouldn't it be all right to figure the bar of chocolate had been bought with my own money? That seemed to fix everything.

But by the time I had the cows headed home, I had begun to worry again. We were nearly to the railroad tracks when I decided to leave the whole matter to the Lord. I picked up a dried soap weed stalk with seedpods on it and decided I would throw it up into the air and take my orders from the way it landed. If it pointed west, I'd take the whole bar back. If it pointed south, I'd take half an inch off the end. If it pointed east, I'd bought the bar with my own money and it wouldn't be stealing to keep it.

I swung the pod stalk as high as I could. When it came down, it pointed mostly west — but a little south.

That night I couldn't sleep. I kept trying to remember how much that stalk had really been pointing to the south. At last I got up, slipped out into the yard, and took the ax from the chopping block. Then I went into the barn and got the chocolate. I took it outside and laid it on the lower rail of the corral fence. The moon gave enough light for me to see what I was doing.

Just as I was starting to cut, Father said: "Son!"

I couldn't think of a thing to say. I grabbed up the bar of chocolate and hid it next to my chest before I turned around. Father picked me up by the shoulder straps of my overalls and took me over to the woodpile. I didn't know anybody could spank as hard as he did!

Then he stood me on my feet and asked if I thought I had deserved it. He said it wasn't so much that I'd taken the chocolate, but that I'd tried to hide it from him.

"Son," he said, "I know you help to earn the family money. We might say the chocolate was yours in the first place. You could have had it if you'd asked for it, but I won't have you being sneaky about things. Now, do you want to keep your money separate from mine — or are we partners?"

I never knew till then how much I wanted my money to go in with Father's. When I went to sleep, my hand was still hurting — from where he squeezed it when we shook hands.

WORDS AND EXPRESSIONS

bitter baking chocolate 苦味巧克力

bar [bɑ:] n. a piece of solid material that is longer than it is wide

winnower ['wɪnəʊə] n. 扬谷机

whack [wæk] v. to cut (up) or divide, as into shares

chunk [tʃʌŋk] n. a thick and solid piece

confess [kən'fes] v. to say or admit that one has done wrong

spank [spæŋk] v. to punish (a child) by slapping on the
buttocks with one open hand

barn [bɑ:n] n. (esp. AmE.) a farm building for crops, food for
animals, and the animals themselves

pound [paund] v. 猛击, 敲打

slice [slais] v. to cut (into thin flat pieces)

soap weed n. 皂草(一种植物)

stalk [stɔ:k] n. a long narrow part of a plant supporting one or
more leaves, fruits, or flowers; stem

seedpod n. 荚果

swing [swɪŋ] v. (swung[swʌŋ]) to move backwards and forwards
or round and round, from a fixed point once or regularly

pod n. 豆荚

chopping block 劈柴用的木墩

rail n. 栏杆; 围栏

corral [kɔ: rɪl, (AmE.) kə'ræl] n. a pen; an enclosed area
where cattle, horses etc. are kept

grab v. to seize with a sudden, rough movement, esp. for a
selfish reason

- strap n. a long narrow band of material, such as leather, used as
a fastening
- overalls n. 工装裤
- woodpile n. 柴堆
- deserve [di'zə:v] v. to be entitled to; be worthy of; be fit for
- sneaky [sni:ki] adj. acting or done secretly and deceitfully
- squeeze [skwiz] v. to press hard

NOTES TO THE TEXT

- Best of all, though, I like bitter baking chocolate.

The word *though* in this sentence is an adverb meaning
“in spite of the fact; nevertheless.”

Other examples:

He is an honest man, his friends often misunderstand him
though.

They didn't do a good job. There was no reason, though,
to get angry with them.

- Mother was out feeding the chickens.

The present participial phrase *feeding the chickens* is used as
an adverbial.

More examples:

That day the children were out picnicking at the foot of a
green hill.

We are here congratulating you on your new achievement.

- Every time he spoke it made me jump.

...and every time he looked my way my heart started pounding.

But by the time I had the cows headed home, I had begun to

worry again.

Every time and *by the time* in the above sentences may be regarded as subordinators which introduce adverbial clauses of time.

4. If I had put back the whole bar, I wouldn't have done anything wrong at all.

You could have had it if you'd asked for it, . . .

The *If-clause* here gives a condition entirely contrary to the past fact, that is, the conditional sentence expresses pure supposition. (See Grammar in Lesson Seven.)

Other examples:

If we had known your telephone number, we would have called you. (But we didn't know your telephone number.)

They could have reached the summit if they had started earlier. (But they didn't start earlier.)

5. But just thinking so much about chocolate made my tongue almost taste the smooth bitterness of it.

The gerundial phrase *just thinking so much about chocolate* is used as the subject of the sentence. (See Grammar in this lesson.)

Other examples:

Reading without understanding is useless.

Packing our belongings took up the whole afternoon.

6. . . . but I won't have you being sneaky about things.

Notice that the gerundial phrase *being sneaky about things* together with its sense subject *you* is used as the object of the predicate verb *won't have*. (See Grammar in this lesson.) The word *have* here means to permit, allow.

GRAMMAR

The Gerund(I)

1. The Gerund

The gerund has exactly the same form as the present participle, while the present participle is chiefly used as an adjective or an adverb, the gerund is always used as a noun and it has some characters of a verb.

The gerund can be used in a sentence:

1) as subject

Smoking is not allowed here.

Seeing is believing.

2) as object

He began studying music at the age of 5.

I'll enjoy reading newspapers at home this evening.

3) as predicative

His job was testing the water in the wells.

The scientific approach to a subject is grasping the essence of it.

4) as object of a preposition

We are thinking of getting more technicians to help in the work.

Thank you for giving us so much help.

5) as appositive

His habit, reading newspapers at night, remains unchanged.

That was her favorite diversion, playing badminton with her classmates before supper.

6) as attributive modifier

the studying time

the drinking water

a swimming pool

2. The gerund retains some verbal characteristics, and it can have perfect and passive forms. e. g.

The boy was accused of having killed his father.

He talks about having built a radio.

The prisoners complained of being treated badly.

He does not mind being left at home.

3. The gerundial complex

The gerund may have a (logical) subject of its own. In formal English, the logical subject of the gerund is expressed by the possessive pronoun or the possessive case of the noun. e. g.

The main trouble is their working without a plan.

What is the use of my doing that?

He insisted on my brother's going with him.

John's going there himself saved us a good deal of trouble.

In informal English, it is very common to use the accusative case of the personal pronoun instead of the possessive pronoun and the accusative case of the noun instead of the possessive case. e. g.

Do you mind me smoking?

I remember Jane telling me about that.

EXERCISES

I . Answer the following questions on the text:

1. What kind of chocolate does the author like best?
2. When did he get the idea that he could slice a piece of chocolate off the end of the bar?
3. How did he manage to get the bar down without being discovered by his parents?
4. Why did the boy take the bar of chocolate and hide it in the barn?
5. Why did the boy's hands shake while he was working with his father the rest of the afternoon?
6. How did the boy try to excuse himself for his taking away the chocolate?
7. In what way did the boy decide whether he would have the chocolate or not?
8. Did the boy fall asleep quickly that night? Why or why not?
9. How did the father learn that the boy had done something wrong?
10. What did the boy realize finally?

ii . Make sentences with the following pattern:

have something done

1. everybody, will, have, a form, fill out
2. King Charles I, have, cut off, his head
3. I, will not, have, my house, turn into, a hotel
4. I, really, must, have, my watch, repair

5. if, you, not, get, out of, my house, I, will, have, you, arrest
6. We'll, have, our room, paint
7. he, have, his photo, take, yesterday
8. She'll, have, her shoes, mend
9. the old man, have, his car, fix
10. we, always, have, our clothes, wash, on Sunday

III. Make sentences after the model given:

Model: if, I, know, your address, I, call on, you

If I had known your address, I would have called on you.

1. if, I, learn, about, your trouble, I, come to help, you
2. if, Peter, not, phone, I, finish, my housework
3. if, you, smile, more often, you, be, invite, to more parties
4. they, build, the house, if, they, have, a sum of money
5. If, she, have, in the office, be, would have, him, meet, she
6. if, he, study, hard, he, pass, the examination
7. she, not, be, punish, if, she, tell, the truth
8. I, be drowned, if, she, not, pass, by the river, and, save, me
9. if, you, come, a few minutes earlier, you, see, them
10. if, it, not, snow, we, come, to the celebrations

IV. Fill each of the blanks with the correct form of a word or phrase given: