

大学英语专业

English

基础英语

刘正泽 主编

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基 础 英 语

(四)

四川外语学院英语系

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前 言

《基础英语》(四)是高等学校英语专业二年级下期综合英语课教科书。它以国家教委一九八九年颁布的高等学校英语专业《基础阶段英语教学大纲》为指导,突出思想性、科学性和实践性。针对二年级综合英语课继续发展学生的听说能力,加强读写训练的教学目的,第四册的选材力求接近生活、知识覆盖面广,反映社会各领域的最新发展;语方地道、规范,易于上口。

《基础英语》(四)的编写体例和(一)、(二)、(三)册相同。每课均列有生词表,课文注释详尽,练习部分形式多样,内容丰富,着重培养学生的口、笔头连贯表达能力和逻辑思维能力。

《基础英语》(四)亦适用于成人高校的相应层次和自学者。

由于编者水平有限,经验不足,疏漏之处敬请使用这套教材的老师和同行批评指正。

编 者

1994 年 1 月

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Lesson One

Text

A Seven-Dollar Dream

Mary Lou Klingler

"Wanted; Violin. Can't pay much. Call..."

Why did I notice that? I wondered, since I rarely look at the classified ads .

I laid the paper on my lap and closed my eyes, remembering what had happened many years before , when
5 my family struggled to make a living on our farm. I, too, had wanted a violin, but we didn't have the money...

When my older twin sisters began showing an interest in music, Harriet Anne learned to play Grandma's upright
10 piano, while Suzanne turned to Daddy's violin. Simple tunes soon became lovely melodies as the twins played more and more. Caught up in the rhythm of the music, my baby brother danced around while Daddy hummed and Mother whistled. I just listened.

15 When my arms grew long enough, I tried to play Suzanne's violin. I loved the mellow sound of the firm bow drawn across the strings. Oh, how I wanted one! But I knew it was out of the question.

One evening as the twins played in the school orchestra,

20 I closed my eyes tight to capture the picture firmly in my mind. *Someday, I'll sit up there*, I vowed silently.

It was not a good year. At harvest the crops did not bring as much as we had hoped . Yet even though times were hard, I couldn't wait any longer to ask, "Daddy, may I
25 have a violin of my own ?"

"Can't you use Suzanne's?"

"I'd like to be in the orchestra, too, and we can't both use the same violin at the same time. "

Daddy's face looked sad . That night, and many
30 following nights , I heard him remind God in our family devotions, "...and Lord, Mary Lou wants her own violin. "

One evening we all sat around the table. The twins and I studied. Mother sewed, and Daddy wrote a letter to his friend, George Finkle, in Columbus, Ohio. Mr. Finkle,
35 Daddy said, was a fine violinist.

As he wrote, Daddy read parts of his letter out loud to Mother. Weeks later I discovered he'd written one line he didn't read aloud ; "Would you watch for a violin for my third daughter? I can't pay much, but she enjoys music, and
40 we'd like her to have her own instrument. "

When Daddy received a letter from Columbus a few weeks later, he announced, "We'll be driving to Columbus to spend the night with Aunt Alice as soon as I can find someone to care for the livestock. "

45 At last the day arrived, and we drove to Aunt Alice's. After we arrived, I listened while Daddy made a phone call. He hung up and asked, "Mary Lou, do you want to go with me to visit Mr. Finkle?"

"Sure," I answered.

50 He drove into a residential area and stopped in the driveway of a fine, old house. We walked up the steps and rang the door chime. A tall man, older than Daddy, opened the door. "Come in!" He and Daddy heartily shook hands, both talking at once.

55 "Mary Lou, I've been hearing things about you. Your daddy has arranged a big surprise for you!" Mr. Finkle ushered us into the parlor. He picked up a case, opened it, lifted out a violin and started to play. The melody surged and spoke like waterfalls. *Oh, to play like him*, I thought.

60 Finishing the number, he turned to Daddy. "Carl, I found it in a pawnshop for seven dollars. It's a good violin. Mary Lou should be able to make beautiful music with it." Then he handed the violin to me.

I noticed the tears in Daddy's eyes as I finally
65 comprehended. It was mine! I stroked the violin gently. The wood was a golden brown that seemed to warm in the light. "It's beautiful," I said, barely breathing.

When we arrived back at Aunt Alice's, all eyes turned as we entered. I saw Daddy wink at Mother, and then I
70 realized everyone had known but me. I knew Daddy's prayer, and mine, had been answered.

The day I carried my violin to school for my first lesson no one could imagine the bursting feeling in my heart. Over the months I practiced daily, feeling the warm wood fit
75 under my chin like an extension of myself.

When I was ready to join the school orchestra, I trembled with excitement. I sat in the third row of violins

and wore my white orchestra jacket like a royal robe.

My heart beat wildly at my first public performance, a
80 school operetta. The auditorium filled to capacity and the
audience buzzed while we softly tuned our instruments.
Then the spotlight centered on us, and a hush fell as we
started to play. I felt sure everyone in the audience was
watching me. Daddy and Mother smiled proudly at their
85 little girl who held her cherished violin for the whole world
to admire.

The years seemed to run more swiftly then. And by the
time my sisters graduated, I found myself in the first-violin
chair.

90 Two years later, I graduated. I packed my cherished
violin in its case and stepped into the grown-up world.
Nurse's training, marriage, working in the hospital, rearing
four daughters filled my years.

More years passed. My violin made every move with
95 us, and I carefully stored it away when we unpacked —
briefly remembering how much I still loved it and promising
myself to play it soon.

None of my children cared about the violin. Later, one
by one, they married and left home...

100 Now here I was with the newspaper want ads. I forced
my thoughts to the present and read again the ad that had
transported me back to childhood memories. Laying aside
the paper, I murmured, "I must find my violin."

I discovered the case deep in the recesses of my closet.
105 Opening the lid, I lifted the violin from where it nestled on
the rose-velvet lining. My fingers caressed its golden wood.

I tuned the strings, miraculously still intact, tightened the bow, and put rosin on the dry horsehair.

110 And then my violin began to sing again those favorite tunes that had never left my memory. How long I played I'll never know. I thought of Daddy, who did all he could to fill my needs and desires when I was a little girl. I wondered if I had ever thanked him.

115 At last I laid the violin back in its case. I picked up the newspaper, walked to the phone and dialed the number.

Later in the day, an old car stopped in my driveway. A man in his 30s knocked on the door. "I've been praying someone would answer my ad. My daughter wants a violin
120 so badly," he said, examining my instrument. "How much are you asking?"

Any music store, I knew, would offer me a nice sum. But now I heard my voice answer, "Seven dollars."

"Are you sure?" he asked, reminding me so much of
125 Daddy.

"Seven dollars" I repeated, and then added, "I hope your little girl will enjoy it as much as I did."

I closed the door behind him. Peeking out between the drapes. I saw his wife and children waiting in the car. A
130 door suddenly opened and a young girl ran to him as he held out the violin case to her.

She hugged it against her, then dropped to her knees and snapped open the case. She touched the violin lightly as it caught the glow of the late-afternoon sun, then turned and
135 threw her arms around her smiling father.

Words and Expressions

lap *n.* the crook of the body between waist and knees of
someone sitting down

upright *a.* being in a vertical or erect position

hum *vi.* to make a continuous sound in the throat, with the
mouth closed

mellow *a.* (of sound) full and rich

orchestra [ˈɔ:kɪstrə] *n.* a large body of instrumental
musicians who perform symphonies

vow [vau] *vt.* to resolve emphatically

chime *n.* bell

usher *vt.* to lead or conduct

parlor *n.* the sitting room of a house

stroke *vt.* to pass the hand gently over once or
repeatedly

comprehend [ˌkɒmpri'hend] *vi.* to understand

operetta [ˌɒpə'reɪtə] *n.* a short, light opera

auditorium [ˌɔ:di'tɔ:riəm] *n.* a lecture hall or assembly
room

spotlight *n.* a lamp used to project a bright, narrow beam
of light used to illuminate a small part of a theatre stage

hush *n.* a cessation of noise

recesses [ri'ses] *n.* a deep or hidden part of something

closet ['klɒzɪt] *n.* a cupboard for storing things

nestle ['nesl] *vi.* to lie protected

caress [kə'res] *vt.* a gentle, affectionate touch

rosin ['rɒzɪn] *n.* a kind of resin 松香

drape *n.* curtain, esp. a thick one

snap *vt.* to open suddenly and quickly

peek *vi.* to peep, esp. in such a way as not to be seen

to be caught up in — to be deeply interested in

to be out of the question — to be impossible

to be filled to capacity — to be completely full

Notes to the Text

1. "Wanted; violin. Can't pay much. Call..." This is a classified advertisement (or colloquially called wanted ad) in a newspaper for something wanted or a job, etc.

e. g. Wanted; vacuum cleaner, Best price offered, To buy

2. in our family devotions; when our family were saying prayers or in our family prayers.

3. Oh, to play like him, I thought.

Oh, how I wish to play like him, I thought.

4. like an extension of myself; like an additional part of myself

5. My violin made every move with us...

Every time we moved to a new place, we would take along the violin with us.

6. the ad that transported me back to childhood memories.

the ad that took (or carried) me back to childhood memories.

Grammar

时态、语气、时间

Tense, Mood, Time

时态是动词的一种形式,如, was/were 称为过去时, is/am/are 称为现在时。语气是言语者的讲话方式或口气,它可以通过时态的选择来体现。

A. 直陈式:

直陈式是一种实话实说的表达方式,言语者以肯定的口气进行叙述或提问。所选用的时态形式与客观时间一致。如:

1. One evening as the twins played in the school orchestra, I closed my eyes tight to capture the picture firmly in my mind.

(过去时间,用过去时)

2. When a child has hope and a father prays, small miracles can happen. (无限时间,用现在时)

B. 虚拟式:

虚拟式是一种慎重式委婉的表达方式,言语者以一种不太肯定的或迂回的说法来进行叙述,推测,或表达某种含蓄的感情。所选用的时态形式与客观时间不一致。如:

3. If I had left a little earlier, I would have caught the train. (过去时间,用过去完成时)

4. What would you do if you were in his place? (现在/将来时间,用过去时)

C. 祈使式:

祈使式是一种强制命令的表达方式,言语者以一种不容置疑,不容否定的口气,要求听话人作什么,或不作什么。所选用的动词形式为原形。但这并不意味着没有时态的选择。命令或请求总是在

“将来”，即发出后才执行的；这种言外语境决定了没有必要说出 will。如果我们在祈使式句子后增添一个附加问句，便可以证明。如：

5a. Please be careful.

5b. Please be careful, will you?

D. Be 型虚拟式：

原型动词还可以用在一些具有祈使意义的动词，名词或形容词引起的从句中。虽然它们被称之为虚拟式，但不管从词形上看，还是从语义上看，它们所表达的都是一种祈使语气。因此，不如说这种句子是一种间接祈使句。相对而言，C类句子是一种直接祈使句。如：

6. Mary insisted that John come.

7. The board has given instructions that the agent fly to Boston.

8. It is absolutely essential that all the facts be examined first.

综上所述，通过时态与客观时间的一致或不一致关系，可以表达不同的语气。同样一件事情，可以用不同的语式来表达。如：

9a. I hope you will send me some books. (直陈式)

9b. Would you send me some books? (虚拟疑问式)

9c. Will you send me some books? (直陈疑问式)

9d. Please send me some books. (祈使式)

9f. Send me some books. (祈使式)

9g. I'd like you to send me some books. (虚拟式)

9h. I'd like to have some books. (虚拟含蓄式)

例9进一步表明了时态的选择并不是表达语气的唯一方式，句型和用词的变化同样体现语气的变化。

不过，明知是事实性的东西，直说时，一定要用直陈式；反证时，一定要用虚拟式。尚未成为事实的东西，或不知是否已成为事实的东西，既可用虚拟式，也可用直陈式；其选择取决于言语者的文化修养，人际关系，言语语境等多种因素。如：

- 10a. If there were (was) no air, there would be no life on the earth (反证。人人皆知的普通常识,不宜用直陈式)
- 10b. Since there is air, there is life on the earth. (直说。不能用虚拟式)
- 11a. If it rained tomorrow, We would have to stay at home. (尚未成为事实,可用虚拟式)
- 11b. If it rains tomorrow, we will have to stay at home. (尚未成为事实,可用直陈式)
- 12a. He might have gone to town. (不敢肯定是否是事实,可用虚拟式)
- 12b. He may have gone to town. (不敢肯定是否是事实,可用直陈式)

Exercises to the Text

1. Answer the following questions:

- 1) What made the author remember her childhood?
What did she want when she was a child?
- 2) What did her twin sisters have in common? Why did she ask for a violin of her own? Why did her father's face look sad at the request?
- 3) Did her father try to get her a violin? How do you know?
- 4) Who was Mr. Finkle? What did the father ask him to do in his letter? Why did he keep it a secret from her? How did she find it out?
- 5) How much did her violin cost? Where was it from? How do you know that both father and daughter were excited to have it?
- 6) How did she feel in her first violin lesson and at her first

public performance? Did she become a good violin player?

How do you know?

7) Why did the author take out the violin after she had read the ad? What did she do then?

8) Who came for the violin? How much did she ask for it? Why did she only ask for such a small sum?

2. Topics for discussion:

1) Tell about an unforgettable experience you've had.

2) Do you agree that a person tends to appreciate life better if he has experienced hardships? Give your reasons.

3. Written work:

Write a composition in about 200 words on the following topic: How will I make my dream come true?

4. Analyze the following sentences:

1) I laid the paper on my lap and closed my eyes, remembering what had happened many years before, when my family struggled to make a living on our farm.

2) The day I carried my violin to school for my first lesson no one could imagine the bursting feeling in my heart.

3) My violin made every move with us, and I carefully stored it away when we unpacked — briefly remembering how much I still loved it and promising myself to play it soon.

4) She touched the violin lightly as it caught the glow of the late-afternoon sun, then turned and threw her arms around her smiling father.

5. Explain the following:

1) Caught up in the rhythm of the music, my baby brother danced around...

2) One evening as the twins played in the school orchestra, I