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**ENGLISH**

**大学  
英语**

- 复旦大学教材
  - 复旦大学外文系
- 《大学英语》编写组

(精读)

第二册

● 复旦大学出版社

复旦大学教材

# 大学英语(精读)

(英语专业用)

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## Lesson 1

### Mama's Bank Account

For as long as I could remember, the small cottage on Castro Street had been home. The familiar background was there; Mema, Papa, my only brother, Nels. There was my sister Christine, closest to me in age, — and the littlest sister, Dagmar.

But the first awareness was of Mama.

I remember that every Saturday night Mama would sit down by the kitchen table and count out the money Papa had brought home in the little envelope.

There would be a number of stacks.

“For the landlord.” Mama would say, putting aside the big silver pieces.

“For the grocer.” Another group of coins.

“For Katrin's shoes to be half-soled.” And Mama would count out the little silver.

“Teacher says this week I'll need a notebook.” That would be Christine or Nels or I.

Mama would take a nickel or a dime and set it aside.

We would watch the stack getting still smaller.

At last, Papa would ask, "Is all?"

And when Mama nodded, we could think of something else and reached for schoolbooks and homework. For Mama would look up then and smile.

"Is good, " She'd murmur. "We do not have to go to the Bank."

It was a wonderful thing, that Bank Account of Mama's. We were all so proud of it. It gave us such a warm, secure feeling. No one else we knew had money in a big bank downtown.

I remember when the Jensens down the street were put out because they couldn't pay their rent. We children watched the big strange men carry out the furniture, took furtive notice of poor Mrs. Jensen's shamed tears, and I was choked with sudden fear. This, then, happened to people who did not have the stack of coins marked "Landlord". Might this, could this, thing happen to us?

I clutched Christine's hands. "We have a Bank Account, " she told me calmly, and suddenly I could breathe again.

When Nels graduated from grammar school he wanted to go on to High. "Is good, " Mama said, and Papa nodded.

"It will cost a little money, " Nels said.

Eagerly we brought up chairs and gathered around the table. I took down the beautifully painted box that Aunt

Sigrid had sent us from Norway one Christmas and laid it carefully in front of Mama.

This was the "Little Bank". Not to be confused, you understand, with the "Big Bank" downtown. The "Little Bank" was used for sudden emergencies, such as the time Christine broke her arm and had to be taken to a doctor, or when Dagmar got ill and Papa had to buy medicine to put into the steam kettle.

Nels had it all written out neatly. So much for transport, for clothes, for notebooks and supplies. Mama looked at the figures for a long time. Then she counted out the money in the Little Bank. There was not enough.

She bit her lips. "We do not," she told us gently, "want to have to go to the Bank."

We all shook our heads.

"I will work in Dillon's grocery after school," Nels said.

Mama gave him a bright smile and wrote down a sum and added and subtracted. Papa did it in his head. He was very quick on arithmetic. "Is not enough," he said. Then he took his pipe out of his mouth and looked at it for a long time. "I give up tobacco," he said suddenly.

Mama reached across the table and touched Papa's sleeve, but she didn't say anything. Just wrote down another figure.

"I will mind the Elvington children every Friday night," I said. "Christine can help me."

“Is good, ”Mama said.

We all felt very good. We had passed another milestone without having to go downtown and draw money out of Mama’s Bank Account. The Little Bank was enough for the present.

So many things, I remember, came out of the Little Bank that year. Christine’s costume for the school play, Dagmar’s tonsil operation, my Girl Scout uniform. And always, in the background, we still had the Bank to depend upon.

Even when the strike came, Mama would not let us worry. We all worked together so that the trip downtown could be put off. It was almost like a game.

During that time Mama “helped out” at Kruper’s bakery for a big sack of only slightly stale bread and coffeecake. And as Mama said, fresh bread was not too good for a person and if you put the coffeecake into the hot oven it was nearly as nice as when first baked.

Papa washed bottles at the Castro Creamery every night and they gave him three bottles of fresh milk and all the sour milk he could carry away. Mama made fine cheese.

The day the strike was over and Papa went back to work, Mama looked around at us proudly. “Is good, ” she smiled. “See? We did not have to go down to the Bank.”

That was twenty years ago.

Last year I sold my first story. When the check came I



hurried over to Mama's and put the long green slip of paper in her lap. "For you," I said, "to put in your Bank Account."

And I noticed for the first time how old Mama and Papa looked. Papa seemed shorter, now, and Mama's blonde hair shone with silver.

Mama fingered the check and looked at Papa.

"Is good," she said, and her eyes were proud.

"Tomorrow," I told her, "you must take it down to the Bank."

"You will go with me, Katrin?"

"That won't be necessary, Mama. See? I've endorsed the check to you. Just hand it to the teller, he'll put it down to your account."

Mama looked at me. "Is no account," she said. "In all my life, I never been inside a Bank."

And when I didn't — couldn't — answer, Mama said earnestly: "Is not good for little ones to be afraid — to not feel secure."

## NOTES

1. This is a story of a Norwegian immigrant family in the United States. Their origin is reflected in their speech. Compare the way Mama and Papa talk with that the children talk.

The writer of the story is Kathryn Forbes.

2. "But the first awareness was of Mama" means that, of all, Mama was the first person that I knew.
3. Compare the meanings of the phrase "count out" in the following two sentences from the text: "I remember that every Saturday night Mama would sit down by the kitchen table and *count out* the money Papa had brought home in the little envelope." Here, "count out" means count to find the total.  
"And Mama would *count out* the little silver."  
"Count out" in this case means count and pick out from the set of coins.
4. "During that time Mama 'helped out' at Kruper's bakery for a big sack of only slightly stale bread and coffeecake." "Helped out" means helped in doing things.
5. "I've endorsed the check to you." means that I've made the check payable to you by signing my name and specifying you as the payee.
6. "Is not good for little ones to be afraid — to not feel secure." More standard English would be "It is not good for little ones to be afraid — to feel insecure." Try to put the preceding paragraph into standard English.

## ORAL PRACTICE

- I. Ask each other questions on the text.
- II. Talk for 2–3 minutes on each of the following topics.
  1. We lived a marginal life.
  2. Mama was a strong-minded woman.
  3. We children knew that we were not rich, but we felt safe.
  4. When the strike was going on...
  5. When I realized Mama's Bank Account had never existed...
- III. Dramatize the story of sending Nels to high school.
- IV. Act the plays you have written for Exercise X.
- V. Topics for discussion.
  1. How could Katrin's family survive hard times?
  2. How much have you been protected by your mother and what do you think of this protection?
  3. Today's family relationships.
  4. What do you think of this little anonymous poem? Give your reasons.

### A Toast to Mother

Whenever you find a happy home,  
With smiling faces in it,  
Where loving hearts and busy hands,

Are speeding every minute;

Where every one is quite content,

With one thing or another,

You'll know there lies within that home,

A wise and loving mother.

## EXERCISES

I. Choose the best answer in each exercise.

1. Which of the following is not true?

- a) It seemed that Papa's wages were paid in silver.
- b) One little coin would be spent to repair Katrin's shoes.
- c) The coins might be made of silver.
- d) Papa got a monthly pay envelope.

2. Having a bank account is ..... in families like Katrin's, according to the writer.

- a) strange
- b) next to impossible
- c) unbelievable
- d) very special

3. "This, then happened to people who did not have the stack of coins marked 'Landlord' ". "Then" here means

- a) at that time
- b) after that
- c) in that case
- d) as a result

4. When Mama said that she had never been inside a

- bank, I didn't answer, because
- this was totally out of my expectation.
  - I was shocked.
  - I was disappointed.
  - I felt I had been cheated for so long.

II. Give each of the following its antonym or a phrase opposite in meaning.

first, straight, nice, close, bring, strange, familiar, secure, shamed, carefully, beautifully, gently, add, draw (money), earnestly, little, set aside, write out, in the background, look up

III. Make sentences to bring out the difference in meaning between items in each pair.

shamed: shameful

supplies: provisions

reach for / across: reach

help: help out

costume: clothes

give up: give in

cottage: house

aware: conscious

safe: secure

confused: puzzled

IV. Compare the use of "would" in the following pair of sentences and make three pairs of your own to illustrate the difference in meaning and usage.

Cf. "For the landlord, " Mama *would* say, putting aside the big silver pieces.

Even when the strike came, *Mama would* not let us worry.

V. Paraphrase the italicized parts of the following.

1. The familiar *background* was there; Mama, Papa, my only brother, Nels.
2. And always, *in the background*, we still had the Bank to depend upon.
3. And when Mama nodded, we could think of something else and *reached for* schoolbooks and homework.
4. We children watched the big strange men carry out the furniture, *took furtive notice of* poor Mrs. Jensen's *shamed* tears, and I was *choked with sudden fear*.
5. "I will *mind* the Elvington children every Friday night," I said.
6. So many things, I remember: *came out of* the Little Bank that year.

VI. Study the construction of the following examples and then use the pattern to rewrite the sentences below without changing the meaning.

e.g. Nels had it all written out neatly.

Mama had Nels write out everything neatly.

1. The group leader is to see that every member.

will show up when the conference begins.

2. It is the pilot's responsibility to see that every part of the engine has been checked before the plane takes off.
3. The child should have a haircut.
4. Actually we would appreciate it very much if you could conduct the orchestra.
5. The teacher thinks it necessary to let every pupil attend the class.
6. It was simply awful cutting electricity supply at night.

VII. Make as many as ten sentences with the construction "as ... as" to describe the quality of objects.

e.g. If you put the coffeecake into the hot oven it was nearly *as nice as* when first baked.

The big bright living-room is now *as warm as* sunshine.

VIII. Translate, using the given items.

take notice of, come out of, count out / in, as... as, put aside, reach for

1. 就我所知, 汤姆是个有责任心的父亲, 他总是积蓄些钱, 以免在紧急情况下措手不及。
2. 母亲花了许多时间把钱分配好, 她得考虑吃、穿、住、行、学费、文具费, 等等。
3. 买主食的钱全靠妈妈帮工得来。

4. 当她伸手去取珠宝盒时惊呆了，原来放盒子的地方现在空空如也。
5. 当我见人落水时，焦急得没有注意到玛丽的表情。

IX. Cloze test

My friend got out of \_\_\_\_\_ chair, and stood with his hands \_\_\_\_\_ his pockets, looking over my shoulder. \_\_\_\_\_ was a bright February morning, and \_\_\_\_\_ snow of the day before still \_\_\_\_\_ very deep on the ground. Down \_\_\_\_\_ Street it had been ploughed into \_\_\_\_\_ brown band by the traffic. but \_\_\_\_\_ the sides it still lay as \_\_\_\_\_ as when it fell.

- X. Write a short play, using the story of the text. And this can be done in groups.

- XI. Write a summary of the text.

- XII. In 200—250 words write a composition on either of the following topics.

1. What I Owe to My Mother
2. In a Mother's Heart



## STUDY SKILLS

### IMPROVING YOUR READING EFFICIENCY

#### I . Reading with a purpose (1)

Before you start reading a book or long article that is connected with your studies, it is always worthwhile taking a minute or two to ask yourself why you are reading it, and what you hope to learn from it. If you have no clear purpose in reading a text, or if you are confused about the purpose, the result can be: boredom; lack of comprehension; misunderstanding; or simply time wasted. Similarly, when you have finished reading, ask yourself: Have my purposes in reading been answered? What have I learnt ?

Different purposes require different kinds of reading material. Suggest the kind of reading material which one might use to fulfil the purposes under A. What do you think of the purposes under B? In what way are they different from those in A?

Reasons for reading:

- A. 1. to get a general idea of what a particular subject is all about, expressed in language that is not too technical.
2. to pass the time.
3. to keep up-to-date with what is happening in the world.