

高等学校试用教材

3

英 语 ENGLISH

(英语专业用)

上海译文出版社

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第 三 册

上海外国语学院英语系编

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说 明

本书系我系编写的高等学校试用教材《英语》的第三册，供大学英语专业二年级上学期学生或具有同等英语水平的其他读者使用。教学对象已经学过本教材的第一、二两册，初步掌握了英语基本句型，因此本册布局不再根据句型编排，而是以课文为中心，围绕课文，有重点地编排词汇、语言结构、口头操练、写作和翻译等练习。通过教学，要求学生在听、说技能方面得到进一步的提高，同时在读、写技能方面得到较系统的训练。

本册课文 16 篇，除个别课文外，都选自英、美原著，其中一部分经过删节或改写。选文以现代文为主，题材内容力求与当代政治、文化和科学生活相结合，一小部分是历史故事和文学名著。这些课文不仅是用作训练学生听、说、读、写四种技能的语言材料，而且可以帮助学生扩大知识面，了解英语国家的文化、科学和历史背景。

每篇课文之后，对有关作者、背景知识、难字和难句用英语简短注释，以帮助学生自学。语法不单独作为一个项目列出，而是在注释中加以说明，在作业中重点操练。

练习部分由以下几个项目组成：

(1) Comprehension (理解)：采用问答、选择题（这种方式只在前 8 课中出现）和解释词义、句义等方式帮助学生在预习中或上课时理解和熟悉课文内容，为进行其他各项练习做好准备。

(2) Communication Activity (交流活动)：这一项练习的目的是就课文内容进行口头操练。方式有复述、就课文内容组织对话、根据提示词进行有连贯性的发言等。

(3) Vocabulary (词汇)：词汇练习侧重于词义的理解、词的搭配、辨义和构词等方面。

(4) Language Structure (语言结构): 在本册中重点项目是动词非人称形式(不定式、动名词和分词)的运用、名词从句、定语从句、状语从句和虚拟语气等。在课文的注释和练习中有计划地归纳课文中出现的这些语言现象,分次安排操练,逐步扩大内容。另外,在各课中穿插有关动词时态、介词、冠词等方面的综合练习,使学生能比较不同时态的运用和熟悉结构词。

(5) Translation (翻译): 在本册中开始编排少量的单句汉译英练习,作为笔头练习的一部分,目的是帮助学生掌握课文中出现的词汇和语言结构,而不是引导学生在这一阶段花很多时间进行汉英对比。

(6) Discussion (讨论)这一练习的目的是训练学生连贯性发言的能力。在学生对课文内容及语言结构已经熟悉的基础上,要求灵活运用已学过的语言,就讨论题作几句到十几句的连贯性发言。

(7) Précis (摘要): 从第9课开始,有指导的要求学生在一定字数限制内根据要点写课文摘要,作为连贯性写作的第一步训练。

本册编排的练习项目比较多,教师可以根据学生具体情况,全部或有选择地使用。但在练习的次序上,要求做到先口头,后笔头,按以上七个项目的顺序安排。在“词汇”和“语言结构”两项练习中,大部分题目都可以作为口头练习材料。

参加本册编写工作的有:薛蕃康、张承谟、颜一德、桂亦画、朱炳荪、庄学艺、王长荣等同志。插图由曾秀龙、龙纯立等同志绘制。

在本册编写过程中,我们曾得到各方面的同志以及试用本教材的师生提出的许多宝贵意见,谨此致谢。但是,其中缺点错误恐仍不少,希望使用本教材的广大师生将意见告诉我们,以便今后修订。

上海外国语学院英语系

一九八〇年一月

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Lesson One

By Heart

Some plays are so successful that they run for years on end. In many ways, this is unfortunate for the poor actors who are thus required to go on repeating the same lines night after night. One would expect them to know their parts by heart and never have cause to falter. Yet this is not always the case.

A famous actor in a highly successful play was once cast in the role of an aristocrat who had been imprisoned in the Bastille for twenty years. In the last act, a gaoler would always come on to the stage with a letter which he would hand to the prisoner. Even though the noble was expected to read the letter at each performance, the actor always insisted that it should be written out in full.

One night, the gaoler decided to play a joke on his colleague to find out if, after so many performances, he had managed to learn the contents of the letter by heart. The curtain went up



on the final act of the play and revealed the aristocrat sitting alone behind bars in his dark cell. Just then, the gaoler appeared with the precious letter in his hands. He entered the cell and presented the letter to the aristocrat. But the copy he gave him had not been written out in full as usual. It was simply a blank sheet of paper. The gaoler watched eagerly, anxious to see if his fellow-actor had at last learnt his lines. The noble stared at the blank sheet of paper for a few seconds. Then, squinting his eyes, he said, "The light is dim. Read the letter to me." And he promptly handed the sheet of paper back to the gaoler. Finding that he could not remember a word of the letter either, the gaoler replied: "The light is indeed dim, sire. I must get my glasses." With this, he hurried off the stage. Much to the aristocrat's amusement, the gaoler returned a few moments later with a pair of glasses and the usual copy of the letter which he proceeded to read to the prisoner.

Notes

1. they *run* for years *on end*: they are performed every night for several years; they are performed for years without interruption.
2. in many *ways*: in many respects. Other examples:
Your bike is better than mine *in every way*.
Tom's a clever boy *in some ways*.
He's *in no way* to blame; it's all my fault.

3. go on repeating: keep (on) repeating.

Other examples:

If you fail, *go on trying* till you succeed.

I hope it won't *go on raining* all day.

Compare:

Go on *doing* Exercise 1. You haven't finished it yet.

Go on *to do* Exercise 2 after you have finished Exercise 1.

4. one *would* expect them ...: Probably one expects them ...; it is to be expected that they ...

The auxiliary *would* is used here to express probability. *Would* can also express a past habitual action, as it does in the second sentence of the next paragraph.

5. this is not always *the case*: this is not always true (not always the actual state of affairs).

Other examples:

— Is it true that John is leaving tomorrow?

— No, that's not *the case*.

Learning how to swim needs lots of practice. This is also *the case with* (= The same is true of) learning a foreign language.

6. the Bastille

The Bastille was a medieval castle in Paris, long used as a state prison. It was stormed and destroyed by the masses on July 14, 1789 and thus began the French Revolution.

7. He always insisted that it *should* be written out in full. Note the idiomatic use of *should* in clauses which express suggestion, order, etc. (= and so on):

The political instructor insisted that I *should* take his last piece of boiled ox-hide.

My suggestion is (I suggest) that all of us *should* take part in the work.

Columbus ordered that the ships *should* sail on.

However, in very formal English and especially in American English, *should* is usually omitted in such clauses, e.g. (= for example)

The King ordered that the man *be released*.

Congress has insisted that the present law *continue* to operate.

8. The curtain went up *on* the final act of the play and revealed the aristocrat sitting ...: The curtain went up and the final act of the play began. The aristocrat was seen sitting ...

9. Then, *squinting his eyes*, he said ...

The participle phrase *squinting his eyes* serves in this sentence as an adverbial of manner, modifying the predicate verb *said*. A participle or a participle phrase (that is, a participle with its own object or adverbial, or both) can be used adverbially to express manner, cause, time, etc., e.g.

One day, Bruce lay on the ground under a shed, *listening to the patter of the rain on the roof*.

She stood by the window, *watching*.

Arriving at the station, Tom found the train had already gone.

Exploited and oppressed by the imperialists and the landlords, the people in old China lived in hardship and misery.

This construction is chiefly used in writing, and when using it, make sure that the notional subject of the participle is the same as the subject of the verb it modifies.

10. *Much to the aristocrat's amusement*, the gaoler returned ...: The aristocrat was greatly amused (much amused) that the gaoler returned ... (The gaoler returned ... and the aristocrat was much amused to see what he did.)

Other examples:

To our great joy, Comrade Li's experiment has succeeded.

Chairman Hua and the Party Central Committee smashed the "gang of four" at one blow, to the extreme satisfaction of the people all over the country.

Comprehension

1. Questions:

- 1) Is it easy for actors or actresses to have to repeat the same lines night after night? Why or why not?
- 2) Why did the famous actor insist that the letter presented by the gaoler should be written out in full?
- 3) What joke did the gaoler play on his colleague one night?
- 4) How did the famous actor react to the joke?
- 5) Was the light in the prison cell really too dim for the aristocrat to read the letter?
- 6) What did the gaoler have in his hand when he returned a few moments later?
- 7) What caused the aristocrat so much amusement?

2. Choose the best alternative to complete the sentence:

- 1) When you learn something by heart, you _____.
 - a) remember it
 - b) memorize it
 - c) remind yourself of it
- 2) When a play runs for years on end, the actors are quite unfortunate because they will have to _____.
 - a) go to bed late night after night and thus they will ruin their health
 - b) go to the theatre for the rehearsal day after day
 - c) do the tiresome and uninteresting job of repeating the same lines night after night
- 3) A gaoler is a person who _____.

- a) is in charge of prisoners
 - b) is imprisoned in a gaol
 - c) keeps the goal in a football game
- 4) The actor cast in the role of an aristocrat insisted that the letter should be written out in full because _____.
 a) a blank sheet of paper was not a letter
 b) in this way the letter would look real on the stage
 c) he had not learned the contents of the letter by heart
- 5) The gaoler played a joke on the aristocrat to find out if he _____.
 a) had managed to memorize the contents of the letter
 b) could read the letter without a pair of glasses
 c) could read the letter in the dark cell
- 6) At first the gaoler could not read the letter because _____.
 a) he had no glasses with him
 b) he could not remember a word of the letter
 c) the light was too dim
- 7) Actually it was the aristocrat who played a joke on the gaoler because _____.
 a) the gaoler could not read the letter without a pair of glasses
 b) the gaoler could not read the letter in a dim light
 c) it was he who was amused and not the gaoler

Communication Activity

1. Imagine that you are the actor who played the part of the noble. Now you are telling your friend your story, beginning with the following:

Something funny happened during our performance last night. As usual, Peter played the part of the gaoler and I took the role of the noble. Peter, you know, always loves a good joke

2. Act the short play in threes. Then write it into a short passage:

Narrator: It's evening in the Bastille. It's dark in the cell. The man sitting behind bars is an aristocrat. He is all alone, waiting for a letter.

(The gaoler enters, letter in hand.)

Gaoler: Here is a letter for you, sire. (He hands the letter to the noble.)

The noble: Thanks. (He takes the letter with a trembling hand.)

Narrator: Usually the letter was written out in full, so the actor who played the part of the noble could read it. But today, the actor who plays the part of the gaoler is playing a joke on his colleague. He gives him only a blank sheet of paper. He wants to see if his colleague has learned his lines by heart. Now let's see how his colleague reacts.

The noble: (looking hard at the piece of blank paper and then at the gaoler) This is the letter I've been waiting for. How eager I am to read it! But, (looking up at the gaoler again) it is so dim here that I can't see a single word. Please read the letter to me. (He hands the letter back to the gaoler.)

Gaoler: (For a moment, he is taken by surprise. Then he smiles.) Yes, sire. It is indeed dark in here. I can not read in such a dim light either. Excuse me a moment. I must go and get my glasses. (Exit)

(The gaoler enters with a pair of glasses and the written copy of the letter in his hand.)

Narrator: Now the gaoler proceeds to read the letter to the prisoner, who listens with a smile on his lips.

Vocabulary

1. For each word in Column I, find a word with almost the same meaning in Column II:

Column I

- 1) unfortunate
- 2) colleague
- 3) reveal
- 4) anxiously
- 5) final
- 6) promptly
- 7) dim
- 8) reply
- 9) precious
- 10) amusement

Column II

- a) last
- b) dark
- c) answer
- d) valuable
- e) show
- f) unlucky
- g) fellow-worker
- h) quickly
- i) joyfulness
- j) eagerly

2. Fill in each blank with *manage to* or *try to* in the proper form:

- 1) The spider tried a seventh time and _____ carry the slender thread safely to the beam and fix it there.
- 2) The dying political instructor _____ say something to Xiao Zhang, but he was too weak to do so.
- 3) The traffic was very heavy, but we _____ get to the station five minutes before the train left.
- 4) Robert Bruce watched the spider with great interest as it _____ throw its thin thread from one beam to another.
- 5) _____ make the paragraph as short as possible.
- 6) For seventeen years, Columbus _____ find someone who could finance his voyage.
- 7) I _____ offer him my help, but he declined.
- 8) Can you _____ lend me a hand with the luggage?
- 9) If you can _____ come on Sunday afternoon, I shall be very happy.
- 10) Though his plane was hit by the German ack-ack guns

and he himself was badly wounded, the British pilot
_____ make a forced landing in France.

3. Complete the sentences with the following words and expressions in the proper form:

to manage to	on end
to stare at	in many ways
to insist that	in full
to fail to	to one's great surprise
to find out	anxious to

- 1) After years of continued experiment, Dr. Alexander Fleming _____ the antibiotic quality of penicillin.
- 2) _____ the Trojans found all the Greeks gone one morning.
- 3) Write down the names of the months _____ instead of in their short form.
- 4) The interesting development of the story made us all the more _____ know how it ended.
- 5) You will certainly miss the train unless you can _____ pack up your things within half an hour.
- 6) The tape-recorder has been working for hours _____. You'd better switch it off now.
- 7) The little girl stood in front of the shop window and _____ the toys on display inside.
- 8) A tape-recorder is more useful _____ than a gramophone.
- 9) The Red Army political instructor _____ Xiao Zhang should eat the small piece of boiled ox-bide.
- 10) I expected him to return the book to me this morning but he _____ do so.

Language Structure

1. Rewrite the following, using *-ing participle phrases*:

- 1) Robert Bruce lay on the ground under the shed and

listened to the patter of the rain on the roof.

- 2) As we are League members, we shall take the lead in study and manual work.
 - 3) As he thought his umbrella was left in the bus, he went to the Lost Property Office at the bus-station.
 - 4) The gaoler appeared on the stage and held the precious letter in his hands.
 - 5) As Uncle suffered terribly from asthma, he decided to give up smoking.
 - 6) The political instructor smiled at me. He took out a small piece of boiled ox-hide and gave it to me.
 - 7) For a moment the two friends stopped at the corner of the street. They wondered which way they should take.
 - 8) As he did not know where to find his comrades, he decided to wait for them at the gate.
 - 9) When we entered the room, we found all the seats already occupied.
 - 10) As he had not enough money with him, he could not buy the toy plane for his son's birthday.
2. Fill in each blank with an attributive clause based on the idea suggested by the given sentences:
- 1) The first-year students put on a very successful play last night.
The play _____ was successful.
 - 2) I watched a very exciting basketball match on television.
The basketball match _____ was exciting.
 - 3) Charles told us a very interesting story from his own experiences.
The story _____ was very interesting.
 - 4) He bought a very useful dictionary at the bookstore yesterday.
The dictionary _____ was very useful.