

# 大学英语

# COLLEGE ENGLISH

北京大学 周珊凤 张祥保 主编

# 2

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# 大 学 英 语

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北 京 大 学

周珊凤 张祥保 主编

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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柱存、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

## **CONTENTS**

## **CONTENTS**

1. Salt .....	( 1 )
2. Uncle Podger Hangs a Picture.....	( 16 )
3. Miss Louisa and the Outlaws.....	( 44 )
4. The Travels of Marco Polo .....	( 85 )
5. Some Do's and Don't's .....	(103)
6. Factory Life — A Student's Experience .....	(122)
7. The Fall of Troy .....	(141)
8. Language as a Living Thing .....	(168)
9. Helen Keller .....	(186)
10. My Wonderful Lousy Poem .....	(213)
11. My Mother Breaks Her Pearls .....	(241)

# Lesson One

## TEXT

### Salt

We do not know when man first began to use salt, but we do know that it has been used in many different ways throughout history. Historical evidence shows, for example, that people who lived over 3,000 years ago ate salted fish. Thousands of years ago in Egypt, salt was used to embalm the dead.

Stealing salt was considered a major crime during some eras of history. In the 18th century, for instance, if a person was caught stealing salt, he could be put in jail. History records that about ten thousand people were put in jail during that century for stealing salt! About 150 years before, in the year 1553, taking more salt than one was entitled to was punishable as a crime. The offender's ear was cut off!

Salt was an important item on the table of <sup>皇族</sup>royalty. It was traditionally placed in front of the king when he sat down to eat. Important guests at the king's table were seated near the salt. Less important guests were given seats farther away from it.

In the Roman Empire, one of the most important roads was the one that carried salt from the salt mines to Rome. Guards were stationed along the route to protect the salt against thieves. The guards received their pay in salt, hence the English word, *salary*. Any guard who fell asleep while on duty was said to be "not worth his salt," and as a result he would get a little less salt on his next payday! (The expression, "not worth his salt,"

## LESSON ONE

is still used today in English to refer to a person felt to be incapable of doing a job.)

30 In the early days in the United States, salt was very scarce. (No one yet knew that there was enough salt under the ground to provide an ample supply of salt for the whole world for thousands of years!) So, the storekeeper of pioneer days was very careful with his salt. As  
35 he poured out salt for a customer, he did not like anyone to walk across the floor of the store. The walking might shake the floor and could cause the salt to "settle" and as a result the storekeeper would have to add a little more salt to the amount he had already poured out!

40 In the modern world salt has many uses beyond the dining table. It is used in making glass and airplane parts, in growing crops, and in killing weeds. It is also used to make water soft, to melt ice on roads and highways, to make soap, and to fix colors in cloth. Salt even helps to  
45 relieve itching when it is rubbed on <sup>Imas kitta</sup> mosquito or other insect bites. <sup>蚊子</sup> <sup>咬</sup>

Salt can be obtained in various ways besides being taken from <sup>矿</sup> mines underground. Evaporation of salt water from the ocean or salt water lakes or small seas is one  
50 of the more <sup>普通</sup> common processes for <sup>制造</sup> manufacturing salt. In Australia it can even be taken from a "salt bush." Yet, however it is obtained, salt will continue to play an important role in the lives of men and women everywhere.

### Words and Expressions

evidence /'evidəns/ *n.* 证据, 根据  
embalm /im'ba:m/ *v.t.* (用香料  
等)防腐  
entitle /in'taitl/ *v.t.* 给...权利  
traditionally /trə'difənəli/ *adv.* 按

照惯例或传统  
farther /'fɑ:ðə/ (far 的比较级) *adv.*  
更远地 *a.* 更远的  
Roman /'rəʊmən/ *a.* (古)罗马的  
*n.* (古)罗马人



## LESSON ONE

empire /'empaɪə/ *n.* 帝国  
 station /'steɪʃən/ *v.t.* 驻扎,安置  
 hence /hens/ *adv.* 因此,由此;今后  
 payday /'peɪdeɪ/ *n.* 发薪日  
 expression /ɪks'preʃən/ *n.* 词组;  
 表达;表情  
 refer /rɪ'fə:/ *v.i.* 谈到,提到  
 scarce /skeəs/ *a.* 稀有的;缺乏的  
 ample /'æmpl/ *a.* 充分的  
 storekeeper /'stɔː,ki:pə/ *n.* 店主  
 pioneer /,paɪə'niə/ *n.* 开拓者,先  
 驱  
 beyond /bi'jɒnd/ *prep.* 超出,除...  
 以外;在(或向)...的那边

settle /'setl/ *v.i.* 沉降;压紧  
 part *n.* 零件,部件  
 cloth /klɒθ/ (复 cloths /klɒθs/ 或  
 /klɒðz/) *n.* 布  
 relieve /rɪ'li:v/ *v.t.* 减轻;解除  
 bite *n.* 被咬的伤口  
 (bit, bitten) *v.t.* 咬  
 process /'prəuses/ *n.* 制作法;程  
 序;过程  
 Australia /ɒs'treɪljə/ *n.* 澳大利亚  
 role *n.* 作用;角色  
 play an important role 起重要  
 的作用

## Notes

1. We do not know ... but we do know ... (ll. 1, 2) — The second “do”, unlike the first, is used for emphasis.  
 A. Did he steal the salt?  
 B. No, I don't think he did.  
 C. Yes, he *did* steal the salt. I saw him.
2. the Roman Empire (l. 20) — from 27 B.C. to 395 A.D.
3. pioneer days (l. 34) — the time when people first went to live in America
4. The walking (l. 36) — When the *v-ing* form is used with “the” before it, it is just like a noun: its logical subject or object is expressed by an *of*-phrase.  
 the walking *of* customers (customers walk)  
 the making *of* glass (make glass)

## EXERCISES

I. Answer the following questions on the text:

## LESSON ONE

1. When did man first begin to use salt?
2. Has salt been used throughout history?
3. How did people use salt thousands of years ago?
4. Why was stealing salt considered a major crime during some eras of history?
5. How were people in the 18th century punished for stealing salt?
6. What was punishable as a crime in the year 1553?
7. How was the offender punished?
8. Where was salt traditionally placed on the table of a king?
9. Where were the king's guests seated?
10. Why were guards stationed along the road that carried salt to Rome?
11. How were the guards paid?
12. What happened to a guard if he fell asleep while on duty?
13. What is the meaning of the expression "not worth his salt"?
14. Was there much salt in the early days in the United States?
15. What fact was not yet known?
16. While the storekeeper was pouring out salt for a customer, why didn't he like anyone to walk across the floor?
17. What are some of the uses of salt in the modern world?
18. In what ways can salt be obtained?
19. Why does the writer say that salt will continue to play an important role in the lives of men and women everywhere?

### II. Read the following:

1.	/au/	/əu/
	laud	ləud
	haul	həul
	naun	nəun
	dauts	dəuts
	kautʃ	kəutʃ
	kraud	krəud
	blauz	bləuz
	graund	grəund

## LESSON ONE

### 2. /au/, /əu/

without emotion, down the road, pound notes, a brown coat,  
outgrown his clothes, our own house, count the boats, home  
town, those sounds, no clouds, don't shout, grow flowers, the  
whole household, approach the crowd, sold a thousand, show  
you round, the spokesman announced, I know it now

### 3.

/ə:/	/ʌ/
kæt	kʌt
pæt	pʌt
fæst	fʌst
θæ:d	θʌd
gæl	gʌl
bæn	bʌn
tæn	tʌn
sætʃ	sʌtʃ

### 4.

/w/	/r/
wed	red
wʌn	rʌn
wʊd	rʊd
wɔ:z	rɔ:z
wi:dz	ri:dz
wein	rein
waip	raip
wəuz	rəuz

### 5. sound-linking

thousands of years ago in Egypt, the offender's ear was cut  
off, was an important item, placed in front of the king, fell  
asleep while on duty, and as a result, be incapable of doing  
a job, provide an ample supply of salt, to add a little, it is  
also used, however it is obtained

### III. Add the missing letters representing /ɛə/:

—oplane, —port, b—ly, sc—ce, th—(pay), th—(was),  
w—(v.)

### IV. Give the four forms of the following verbs:

## LESSON ONE

cut, fall, feel, itch, refer, rub, shake, steal

### V. *Change the following into the active voice:*

1. It has been used in many different ways throughout history.
2. Stealing salt was considered a major crime during some eras of history.
3. If a person was caught stealing salt, he could be put in jail.
4. The offender's ear was cut off.
5. Less important guests were given seats farther away from it.
6. The expression "not worth his salt" is still used today.
7. It is rubbed on mosquito or other insect bites.
8. Salt can be obtained in various ways besides being taken from mines underground.
9. In Australia it can even be taken from a "salt bush."
10. However it is obtained, salt will continue to play an important role in the lives of men and women everywhere.

### VI. *Fill in the blanks with verbs and verbals:*

1. How many trees you \_\_\_\_\_ (require) \_\_\_\_\_ (plant) each year?
2. Ann said that she \_\_\_\_\_ (tell) \_\_\_\_\_ (not eat) Spanish food.
3. When you went to the seaside last year, someone \_\_\_\_\_ (teach) you \_\_\_\_\_ (swim) or you \_\_\_\_\_ (learn) by yourself?
4. When I \_\_\_\_\_ (see) how thin and pale he \_\_\_\_\_ (become), I \_\_\_\_\_ (advise) him \_\_\_\_\_ (take) it easy for a while.
5. Do you think she \_\_\_\_\_ (allow) us \_\_\_\_\_ (borrow) these magazines?
6. These paper boots \_\_\_\_\_ (intend) \_\_\_\_\_ (keep) your feet warm in winter.
7. You \_\_\_\_\_ (can explain) what \_\_\_\_\_ (cause) the child \_\_\_\_\_ (get) bow legs?
8. It was such a fine day that I \_\_\_\_\_ (tempt) \_\_\_\_\_ (go) to the beach.
9. Examinations \_\_\_\_\_ (should enable) the teacher \_\_\_\_\_

## LESSON ONE

- (find) out what the student            (know).
10. When he            (work), he            (not like) anyone            (talk) to him.
11. Finally the man            (force)            (admit) that he            (steal) the radio.
12. They all            (agree) to the plan, which            (feel)            (be) better than the others.
13. Ann            (not want) anyone            (know) that she            (have) very little money.
14. Professor Sagan            (ask)            (explain) how the atmosphere of Venus            (can change).

### VII. Complete the following sentences using infinitives:

1. I learned ... when I was in primary school.
2. You must never pretend ...
3. He chose a remote spot in the Scottish Highlands, hoping ...
4. Ann decided ...
5. How did you manage ...
6. Although he had failed 8,000 times, Edison continued ...
7. The government spokesman did not wish ...
8. Don't forget ... when you leave the house.
9. In the evening my father likes ...
10. The Arab had never seen the camel, but he seemed ...
11. No one who could get a taxi wanted ...
12. Please let me know if you happen ...
13. Iris ran all the way, trying ...
14. After Edison left school, his mother began ...
15. Even if man could live on Venus, I would prefer ...
16. He has received an invitation from an American university.  
He is busy preparing ...
17. The husband came home at half past six, expecting ...
18. When the Arab met the merchants, he stopped ...

### VIII. Complete the following sentences using the emphatic do:

1. They do not know when he was put in jail, but ...
2. He did not fall asleep while on duty, but ...
3. She does not like salted fish, but ...

## LESSON ONE

4. He did not say it was impossible, but ...
5. I did not buy any soap, but ...
6. They do not have any apples, but ...

### IX. Fill in the blanks with prepositions and adverbs:

1. I have come \_\_\_\_\_ you because the comrade \_\_\_\_\_ duty is incapable \_\_\_\_\_ dealing \_\_\_\_\_ the matter.
2. I think you'll feel better if you rub a little \_\_\_\_\_ this \_\_\_\_\_ your arm.
3. Lunch was already \_\_\_\_\_ the table, but only father was sitting \_\_\_\_\_ it.
4. \_\_\_\_\_ some countries even old people \_\_\_\_\_ sixty enrol \_\_\_\_\_ university degrees.
5. \_\_\_\_\_ the day of the king's arrival, guards were stationed \_\_\_\_\_ the route \_\_\_\_\_ the guest house.
6. You swim \_\_\_\_\_ the lake, and I'll walk \_\_\_\_\_ the other side.
7. When the peasants bought things \_\_\_\_\_ the village store, they often paid \_\_\_\_\_ produce.
8. The good news soon spread \_\_\_\_\_ the city.
9. The man who plays the leading role \_\_\_\_\_ that film has won the prize \_\_\_\_\_ the best actor.
10. He asked me to sit \_\_\_\_\_, brought the teapot \_\_\_\_\_ the kitchen and poured \_\_\_\_\_ a cup \_\_\_\_\_ tea \_\_\_\_\_ me.
11. \_\_\_\_\_ going \_\_\_\_\_ school, Mary helps people \_\_\_\_\_ their housework \_\_\_\_\_ the evenings and \_\_\_\_\_ Sundays.
12. The PLA men are always ready to protect our country \_\_\_\_\_ invaders.
13. Some students like to sit \_\_\_\_\_ the window, while others prefer to sit farther \_\_\_\_\_ it.
14. He was put \_\_\_\_\_ jail \_\_\_\_\_ cutting \_\_\_\_\_ a man's fingers \_\_\_\_\_ a fight.
15. The child knows nothing \_\_\_\_\_ Santa Claus \_\_\_\_\_ what his mother has told him.
16. The ice \_\_\_\_\_ the roads made it necessary \_\_\_\_\_ him to drive slowly.

X. Tell your little sister how important salt once was.

XI. Translate the following sentences into English, using the words and expressions given below:

be entitled to (l. 13)

the one + cl. (l. 21)

fall asleep (dead, ill, etc.) (ll. 24,25)

he said to be (l. 25)

as a result (l. 26)

refer to (l. 28)

help + inf. (ll. 44, 45)

play ... role (l. 52)

1. 据说那人是个贼。昨天他从商店里拿出一台电视机时,被人抓住,送进了派出所。
2. 规定每户人家一个月能有多少油?
3. 昨天晚上那个老头在看电视时睡着了。
4. 把盐带到山里送给反对地主的人,这种行为是要作为犯罪给予惩处的。结果有些老乡被杀害了。
5. 那是个人的事。咱们别再提了吧。
6. 剧中演国王的那个人并不很有名气。
7. 盐值不了多少钱,但它有助于使我们的食物可口。
8. 你看见树下那个姑娘了吗? 她就是替你唱歌录下来的。
9. 我指的是多吃多占的人。犯这种错误的人应该受处分。这样有助于制止他们再做这类事。
10. 据说尽管各种人都设法帮助他,他还是什么工作都做不好。
11. 古时候长时间在海上航行的人往往缺乏维生素 C。结果有些人就生病了。
12. 我们说“战争寡妇”,指的是那些在上次战争中成为寡妇的人。
13. 他在那个时期起了什么作用?
14. 在那些矿中,据说在西南找到的那个是最差的。
15. 人们对电视机的需要使得有必要改变生产程序。这种改变有助于向商店提供更大量的电视机。
16. 凭这张票你可以在大厅前面入座。
17. 据说按传统重要的客人坐在靠近桌子的两头。

## LESSON ONE

18. 他们被迫每天劳动很长时间，给的食物很少。结果每隔几天就有人在劳动时倒地而死。
19. 在战争年代，孩子们被派在村子的周围站岗，帮助保护村子。
20. 对不起，你给我寄来的书不是我要的那本。
21. 以前我们村子里的人一直用米交给地主作地租。米起了钱的作用。
22. 你难道不知道付了旅游费就能在旅馆餐厅吃三顿饭吗？
23. 他们用电超过了限量。结果供电就有可能被切断。

### XII. *Insert one word in each line:*

The importance of salt was known long men began to write history. The "Ben Cao", a early Chinese on medicine, gives more than forty uses salt as a cure.

Salt was important in the Middle Ages that many countries no one was allowed to mine or sell salt without permission from government, all salt was taxed. In the years before the French Revolution, the government passed law forcing each peasant to buy a fixed amount of at high prices. This unfair tax on salt one of the causes drove the French people to revolt.

Common salt part of the makeup of rocks throughout world. Water dissolves tiny amounts salt from rocks and soil. Rivers carry the dissolved salt to the sea. Every day containing salt flows into the sea, and day the hot sun some of the water, leaving the salt behind. In this way the sea has slowly growing saltier millions of years.

All the water evaporated from the sea, large deposits of salt would left. This is exactly happened millions of years ago, when ancient seas dried up. Today these, called salt beds, lie under other materials over the world. The salt are usually found at depths ranging



from half a mile four miles.

Salt is so necessary to men and animals life cannot go on it. The world produces an increasing of salt each year. The present rate reached 150,000,000 tons.

## SUPPLEMENTARY READING

### A Debt Is Paid

An Excerpt from *The Moon and Sixpence*  
by Somerset Maugham

Strickland made no particular impression on the people who came into contact with him in Tahiti. To them he was no more than a beach-comber in constant need of money, remarkable only for the peculiarity that he painted  
5 pictures which seemed to them absurd; and it was not till he had been dead for some years and agents came from the dealers in Paris and Berlin to look for any pictures which might still remain on the island, that they had any idea that among them had dwelt a man of consequence. They remembered then that they could have  
10 bought for a song canvases which were now worth large sums, and they could not forgive themselves for the opportunity which had escaped them. There was a Jewish trader called Cohen, who had come by one of Strickland's  
15 pictures in a singular way. He was a little old Frenchman, with soft kind eyes and a pleasant smile, half trader and half seaman, who owned a cutter in which he wandered boldly among the Paumotus and the Marquesas, taking out trade goods and bringing back copra, shell and pearls.  
20 I went to see him because I was told that he had a large black pearl which he was willing to sell cheaply, and when I discovered that it was beyond my means I began to talk