

CLOSE
READING I

Book One

For First- & Second-Year
Students of English

CLOSE READING

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· 精 · 读 · 英 · 语 · 教 · 程 ·

主 编 单 位 · 复 旦 大 学

英 语 专 业 一 、 二 年 级 用

(第 一 册)

复 旦 大 学
出 版 社

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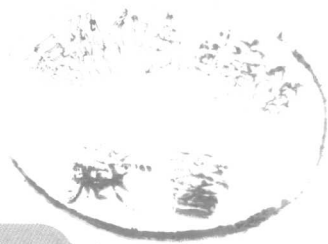
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《精读英语教程》编写人员

主审

陆谷孙

主编

沈黎

本册主要编写人员

沈黎 王颖 王雷

前 言

《精读英语教程》(英语专业一、二年级用)为大学英语专业本科的精读课本,以一、二年级学生为主要对象。全书共分四册,每一册供一学期使用,另配单独成册的练习答案,作为教师用书。

我们根据中国学生的需求,采用博采众长的方法,既否定传统的英语教材,也不盲目推崇时尚热点。通过分析英语教学理论和实践的发展,我们试图将各种有效的教学理论和方法应用于本教材的编写,使学生获益。

全书按专题编排,每册由五个专题组成,每个专题为一单元,课文涵盖的范围包括人文、社会及自然科学等,多为青年学生所喜闻乐见的内容。有些重要的专题在教材中反复出现,如Science & Technology在第二册与第四册中共出现两次。除了集中编排以外,有些科技文章还穿插编排在其他单元;又如全书四册共编排了四个单元探讨英语语言,如第一册的The English Language、第二册的English Usage、第三册的Communication及第四册的Reading & Writing。同时,编者还在一些单元内穿插现、当代文学精品,以帮助学生提高人文素养和审美情趣。除少数经典篇目外,绝大部分课文是从20世纪八、九十年代的英文出版物中精选出来的佳作,作者中不乏有名望的作家及各学科的带头人,课文的语言风格大多具有简洁明快的现代特点。为适合教材的难易坡度和总体结构,绝大部分课文都经过了编者的删改。

每个单元由围绕同一主题的三篇课文组成,既体现了一致的看法,亦发表了不同的观点,除起互补作用外,更重要的是为启发学生的深入思考提供了充裕的空间,促使学生和课文/作者进行多方位的对话。每单元内课文的体裁呈多样化,故事性和非故事性的多种样式往往并存,以同时训练形象思维与逻辑思维,并拓宽学生的视界。

《精读英语教程》的练习部分重在培养学生的创新精神,同时也不偏废对基本技能的训练。练习的项目基本固定,但形式灵活多变,趣味性较强。课前讨论的问题一般与理解课文的问题相呼应,而且还和论坛中的某些问题相关联,起到层层推进的作用。课文的注释不仅顾及语言现象,还兼顾文化现象。词汇和语法部分属基本技能的训练,通过训练要求学生掌握课文中出现的一些语言难点。论坛部分为综合性最强的练习,集锻炼学生的独立思考能

力、收集处理信息能力、分析解决问题能力和口头表达能力于一体。翻译练习多为真实语篇的翻译，课文中某些精彩段落常被选为英译汉的材料，另一些英译汉的篇章则选自英文名著，还有些汉译英的篇章则来自于英文名著的中译本，学生通过先练习后对照原著的方法能发现自己在表达方面存在的问题，并仰望高手大家，逐渐摆脱稚嫩。写作练习围绕课文的内容组织写作基本技能的训练，从段落练习逐步过渡到完整的篇章练习。

《精读英语教程》得以编成发行实属不易。本书的编写小组是在师生痛感现用教材已无法适应当今学生的要求，并由时任复旦大学外文系主任的陆谷孙教授多次大声疾呼后才成立的。编写小组几乎是“白手起家”，属“民间的草台班子”，幸好外文系领导班子始终给予我们支持和关心，又有复旦大学出版社给我们以鼓励，我们才能在重重困难面前戮力同心，走出一条路来。

在编写过程中，国内知名教授胡文仲、胡壮麟、李观仪、黄源深、虞苏美、黄国文、任绍曾、翟象俊等都对本书进行过评阅，提出了宝贵意见与建议，为提高教材的质量起了不可低估的作用。

除主要编写人员外，先后参加过编写工作的还有卢丽安、潘霞萍、姜琴、张素琴、裘磊、贺遵辉等。

美国 College of Notre Dame of Maryland 的英文教授、Fulbright 学者 Kathleen Feeley 博士及复旦大学外文系客座副教授 Kenneth Speirs 博士对第一册作了认真的审阅，我们对他们表示由衷的感谢。张萍、苗慧娣为教材的打字复印提供了优良的服务，在此，也一并深表谢意。

编者
2000年3月

使用说明

《精读英语教程》第一册为英语专业主课精读教程的教材，主要供一年级学生在第一学期使用。全书共有五个主题单元：The English Language, Identity, Romance & Affection, Cultural Diversity, Art & Literature。

每个主题单元包括三篇课文，其观点、体裁通常起互补的作用，以激发学生开阔思路，从不同的侧面观察思考问题。每篇课文均附注释，对其难点，特别是文化背景方面的难点，配以适当的注释，以期学生能在加深对课文理解的同时获得一些文化知识。在一般英语词典中难以查到的词和非英语词汇，注释中还配有音标。

课文的练习包括七个部分：Pre-Reading Discussion, Understanding the Text, Vocabulary Development, Grammar & Structure, Discussion Forum, Translation, Writing Practice。

Pre-Reading Discussion 安排在每篇课文前，起“热身”的作用，学生通过讨论可训练表达能力，还能相互启发，取长补短。

Understanding the Text 分两个部分，即帮助理解课文的问题与课文难句的解释。问题大多不拘泥于具体的事实，而旨在探讨文章的主题思想，因此，在回答问题前，需深入地理解课文；在第二部分中，要求学生解释的难句都含语法或用法方面的难点，这一练习也旨在从另一侧面培养学生的理解能力。

Vocabulary Development 包括四至五个部分，所编配的练习均围绕课文中常见的词语展开，形式力求多样化，包括填空、改写、改错等。大多数题目需经若干步骤才能完成，如填空一项就要求学生首先找出合适的词或词组，然后再根据上下文填入其合适的形态。

Grammar & Structure 一般也由四至五个部分组成，针对课文中典型常见的语法现象，训练学生的基本功。其中有些项目属学生已知范围，有些是未知的，以期练习可收温故知新之效。和Vocabulary Development一样，Grammar & Structure的形式也力求多样化，大多数题目亦非一举可解。

Discussion Forum 为讨论形式的综合练习，分班级、小组、和对子三个层次进行。练习首先要求学生利用课外时间查找资料，为课堂讨论做充分的准备。在讨论中，学生应多动脑，多动嘴，不要轻易满足浅表思考所获得的

答案，而应不断向问题的纵深推进。在不同层次的讨论中，学生还需逐步学会相互配合等团队合作的技能。

Translation 包括英汉互译练习，其中的一部分练习有范本（包括课文）可循，学生可通过比照发现自己能力方面的欠缺，不断明确下一步努力的方向。就无范本的练习而言，编者鼓励学生在独立完成翻译后，和同学交换作业，以取长补短。

Writing Practice 在第一册中着重写作最基本的训练。每个单元的写作练习自成一个练习专题，前后呼应，循序渐进。每项练习中均含一般适用的指导原则，让学生遵循，同时又为学生留出发挥创新精神的空間。

每个单元之后均附一份阅读自测表，让学生独立检测阅读中存在的问题，促使他们学会有效的阅读方法。每一单元内还配有推荐书目，目的在于增加学生的阅读量，并扩展他们的视野，学生可酌情作出自己的选择。

使用本书的教师可弹性安排课时，但编者认为教师在一周内完成一篇课文的教学是适宜的。除了翻译、写作练习需在课外完成，有些词汇、语法练习同样也可由学生在课外完成。对理解课文与论坛中的问题，教师需要保证相应的课时用来讨论，以逐步培养学生思辨与讨论的能力，让他们早日摆脱应试教育模式的负面影响。

编者
2000年3月

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Unit One The English Language

Text 1

Pre-Reading Discussion

1. Have you ever found English strange? Explain.
2. Is Chinese strange in any way? Explain.

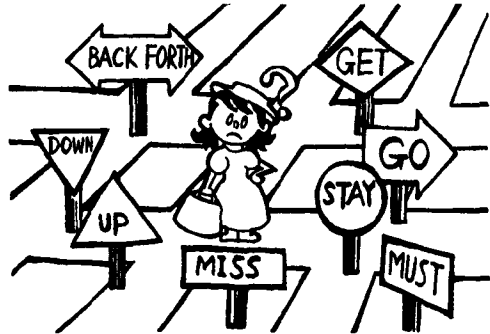
English is a Queer Language

Alice Hamilton

Alice Hamilton examines a number of English phrasal verbs to show the irregular usage that defies common sense. Linguistically oriented as it is, the essay does not make heavy reading. This kind of anecdotal approach is helpful for learning about the language.

- J**armila came to me with this puzzle. “Mrs. Green told me her mother is coming to visit her, and she is going to stay a week. How can she stay if she is going? How can she go if she is staying?” I could not explain, because never before had I realized that “going” may have nothing to do with the verb “to go,” though the latter has its own present participle which seems identical. This other “going” deals only with the future: I am going to see this matter through; he is going to lose his job; she is going to be tired out. None of these examples have anything to do with “to go”.¹ All I could say was a helpless “Well, it is idiomatic.”
- ⑤
- ⑩ 2 The next question was also a surprise and also beyond my capacity to explain. Jarmila said, “Somebody asked me if I would not miss Miss Clara while she is away. I know what it means when you say you miss the bus, but how can I miss her when she is not here?”

3 Her next question was even more difficult. Jarmila said, "Is it true that it means the same thing if you say, 'The house burned down' or 'The house burned up'? Surely if it burned up, that means the fire started in the cellar and worked up, while if it burned down, it started in the attic and worked down."



4 "No," I said, "it does not. You can say it either way and it means the same thing." Jarmila sighed. "I do not understand this 'up,' I thought I knew the difference between up and down, but they tell me it is the same if I slow up my car or slow it down. And there are so many 'up's that seem quite unnecessary. Why do they tell me to hurry up when I am not going upstairs? And why must I clean up the mess, wrap up the parcel, tidy up my desk? What has 'up' to do with it all?"

(25)

5 "Well," I began, rather helplessly, "perhaps 'clean up' seems more thorough than just 'clean.'"

(30)

6 Jarmila looked skeptical, and after a period of meditation she came back in triumph. "No," she said. "'Up' has nothing to do with thoroughness. Look now. There are four ways you can use 'make up.' I make up the bed. I make up my mind. I make up my face when I put on rouge and lipstick. And Jane makes up with Anne when they have quarreled."

(35)

7 "Yes," I said, "and there is a fifth. I make up a story to entertain Jane."

8 Of course there was no explanation I could give her, and it sent me and the rest of the family on a search for the unnecessary "up"s we use all the time. You can put yourself to sleep chasing them down the alphabet from "add up" to "wake up," and you will find queer things, such as "up to now" and "it's up to you" and two "look up"s, one meaning to raise one's eyes, the other to seek information from the encyclopedia. In the end, I gave up trying to explain "up".

(40)

9 What about "must"? There too the problem was quite new to me. Jarmila said, "Does not 'must' carry the meaning of compulsion or

(45)

Unit One

command, from oneself or somebody else? But the other day I was telling some of the neighbors how long it took me to drive to Hammonnasset Beach², and one of them said, 'You must have been pretty tired by the time you reached home.' Now nobody commanded me to lose my way or to get tired. So why 'must'?"

50

10 The next problem was a tough one. Bohus came back from work saying that a man had told him that if he learned all the ways there are in English of using the word "get" he would have mastered the language.

55

That started us on a hunt for "get," which yielded a more abundant harvest than did Jarmila's "up."

11 Just try to follow "get" down the alphabet from "get along with somebody" to "get well." Of course we get sick, too, we get ahead of somebody, get behind in our work, get even with somebody, get homesick,

60

get cold feet, get discharged, get rich, and so on.

12 Jarmila and Bohus became experts at finding English words that can mean three or four or more different things. Take "fall", for instance, we fall in love, we fall sick, we love the fall of the year, we fear the fall-out from the atomic bomb, Christmas Day falls on a Friday. And if we are old-fashioned enough to say "it fell out," we mean "it came to pass." What's more, we keep house, we keep books, we keep silence, we keep the Sabbath day³ in the family. We put on a hat, put off till tomorrow, put out a fire, put up with disagreeable people.

65

13 Even so simple an expression as "back and forth" arouses confusion, because it is illogical. "One can not go back if one does not first go forth. Why do you not say 'forth and back'?"

70

Notes:

1. None of these examples have anything to do with "to go": Grammatically, the phrasal structure of none of + plural nouns can be followed by either a plural or a singular verb form. It is also possible to say, "None of these examples has anything to do with 'to go'."
2. Hammonnasset / ˌhæmə'næsət / Beach: a resort place in Connecticut, USA.

3. keep the Sabbath day: "Sabbath" has two meanings: (1) it refers to the seventh day (Saturday) of the Jewish week, set apart by Moses as a holy day of rest and worship celebrating the completion of the Creation; (2) it refers to Sunday, the first day of the Christian week, set apart for worship. In the phrase "keep the Sabbath day," "Sabbath" refers to the worship day (either the Jewish Saturday or the Christian Sunday) in a general sense, meaning to keep the day for rest and worship.

Understanding the Text

I. Answer the following questions:

1. How does the author demonstrate that English is a queer language?
2. In your opinion, what are Jamila and Bohus's identities? Are they native or non-native speakers of English?
3. How are they related to the author?
4. Are they just playing with words or posing meaningful questions?
5. What implications can you get from the text?

II. Explain the following underlined parts:

1. All I could say was a helpless "Well, it is idiomatic."
2. The next was also a surprise and also beyond my capacity to explain.
3. Jamila looked skeptical, and after a period of meditation she came back in triumph.
4. Bohus came back from work saying that a man had told him that if he learned all the ways there are in English of using the word "get" he would have mastered the language.
5. Take "fall," for instance, we fall in love, we fall sick, we love the fall of the year, we fear the fall-out from the atomic bomb, Christmas Day falls on a Friday.

Vocabulary Development

I. One of the important ways of building English words is known as derivation. A derivative comes into being when an affix (prefix or suffix) is added to the stem (base-word). Examine the following prefixes, try to decide their meanings, and expand the list as extensively as possible:

1. in-: incomplete

Unit One

2. im-: impossible

II. Try to find out something strange in the following words and expressions:

eggplant	pineapple	quicksand
a slim chance	overlook	wind up one's watch
a fat chance	oversee	wrap up an essay
take potluck	boxing ring	the eye of a hurricane

III. Match the phrasal verbs on the left with their correct definitions on the right:

dry up	(of prices) be more expensive
drink up	become happier
go up	drink everything in your glass and drink quickly
heat up	dry the dishes
wrap up	fill completely
wash up	make hotter
cut up	wash the dishes
fill up	rise from bed in the morning
cheer up	cut into (small) pieces
get up	cover with paper

IV. Match the phrases on the left with the correct prepositional phrases on the right:

We look up	friends' addresses	in an encyclopedia
	train times	in a dictionary
	meanings of words	in an address book
	information about famous people	in a telephone directory
	facts and general information	in a timetable
	telephone numbers	in a Who's Who

Grammar & Structure

I. Read the following sentences and locate those unacceptable ones:

1. He put on his hat.
2. He took his jacket off.
3. They blew up it.
4. Please hand the money over.
5. The plane took slowly off.
6. He looked carefully over the plan.
7. He took it off.
8. She brought up the children.
9. She brought the children up.
10. She brought well up the children.

II. Fill in the blanks with the appropriate forms of the given phrases, and identify the part of speech of the functional words (back, to, etc.) in them:

get back	get along
get through	get by
get off	get down to

1. What time will you _____ work tonight?
2. "Are you sure you can _____ without my help?" Mary asked.
3. It's a busy time of the year. We have to _____ a lot of work.
4. They rolled up their sleeves and _____ work.
5. "The schoolmaster is mad. I don't think the boy will _____," said Linda with little confidence.
6. Secretary: "I'm sorry, but Mr. Smith is out for lunch."
Client: "What time do you think he'll _____ to the office?"

III. Fill in the blanks with the appropriate phrases:

up and about	up and down
ups and downs	up-and-coming

1. Johnson has achieved his current position as vice principal within only 3 years. He obviously is _____.

Unit One

2. With her child having a fever, the mother was _____ the whole night.
3. As life is full of _____, it is essential to be optimistic and adaptable in mind.
4. She always heard him walking at night in his bedroom _____.
5. She just had an operation three days ago and then yesterday she was already _____!

IV. Fill in the blanks with the appropriate forms of the given phrases. Take note of the tense in the following sentences:

be away	add up	look up	get discharged	get ahead of
tidy up	come back	go back	get along (with)	make up

1. The burnt fireman stayed at the hospital for observation before he _____.
2. Clarity and precision _____ to a good essay.
3. With three more years' experience on this job, Jane _____ her colleagues.
4. Jennifer was crazy about the novel. She didn't even _____ the whole afternoon, let alone answered the phone.
5. A: Lisa _____ from her desk. Can I take a message?
B: Yes, tell her to come to see me when she _____.
6. Before you leave, please _____ the bed and _____ the room.
7. The child who had left home decided to _____ to his parents.
8. The Smiths have tried to invite the Whites over for Thanksgiving dinner. Yet the Whites declined, for they didn't _____ with them well.

V. Answer the following questions using the appropriate forms of the given expressions. Take note of the possible positions the objects can take with the phrasal verbs:

put up	make up (one's face)	put on	get well	hurry up
burn down	get cold feet	get homesick	keep books	clean up

1. What do women usually do before going to a party?
2. How would you feel when you are far away from home for long?
3. How would you feel when you lose courage before doing a planned thing?

4. What do you say to people who have been sick for long?
5. What do you do before going out on a freezing night?
6. What do you do if you have guests staying for the night?
7. What does an accountant do?
8. What do you do with a messy room?
9. What do you do if you are behind the schedule?
10. What will happen to a forest in a dry and hot season?

Discussion Forum

I. Questions

1. Is there any puzzling usage in Chinese that is beyond your capacity to explain? If yes, give as many examples as you can.
2. Can you offer any advice on handling the problem?

II. Pair Work

Look at the table of prices below. Calculate the differences and talk about them using “go up,” “go down,” or other appropriate phrasal verbs you have learned from the text.

Pound	This Week	Last Week	Difference
Cheese	\$5.50	\$5.10	+ or -
Beef	\$4.00	\$3.80	
Lobsters	\$11.00	\$11.50	
Blue Crabs	\$8.00	\$7.50	

III. Group Work

Make a dialogue between a person who is going to babysit, and the parents. The babysitter is going to sleep at the apartment because the parents are returning late. The parents must give instructions for using the TV, the stereo, the lights, the cooker, the heater, etc., and the babysitter must ask some questions. Use as many phrasal verbs as you can and refer to the table below for help.