

# 英 语

第 二 册

(高等学校文科一年級第二学期用)



董 亚 芬 主 編

上 海 教 育 出 版 社



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董 亚 芬 主 编

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## 前 言

本书为高等学校文科非英语专业各系英语教材的第二册，由复旦大学外文系普通英语教研组主编，华东师范大学外语系公共外语教研室和上海师范学院外语教研室协助编写，在编写过程中曾征求一些有关院校的意见，也听取并采纳了上海市使用本书各校教师的意见。此外，还承上海对外贸易学院陆贞明，复旦大学杨岂深、葛传槩、徐燕谋，华东师范大学张祖培、缪廷辅等教授以及复旦大学外文系孙铎、朱宝玲两位同志为我们审阅稿件，谨在此表示衷心感谢。

由于人力不足，编者水平有限，本书一定还有不少缺点，希望使用本书的同志们多多提供意见，给予指正。

编 者

1962年5月

## 編者說明

本書第二冊仍屬基礎階段，分三個單元進行：

1. 第一單元：有四課，語法重點為各種主要類型的複合句。
2. 第二單元：有三課，語法重點為各種基本時態及其用法。
3. 第三單元：有三課，語法重點為完成進行時態、時態的呼應及被動語態的各種時態形式。

為了使教師熟悉教材內容，略作說明如下：

1. 精讀課文：每課長度為 1800—2600 個印刷符號，有生詞和習用語 42—45 個。全書常用詞匯占全部精讀課文詞匯總量的 75% 左右。每課課文都能反映該課語法重點，但也允許出現個別新的語法現象，為以後的語法教學提供初步的感性材料。

2. 語音：不再繼續講授語音知識，但每課配有語音練習，重點複習讀音及拼寫規則，以備教師按照具體情況作糾正學生發音和拼寫之用。

3. 語法：語法部分的編寫從學生的實際知識出發，系統歸納學生已接觸過的語法現象，並加以適當提高。因此，在編排方面與一般語法書略有不同；例如 *ever since* 在一般語法書中不獨立作連接時間狀語從句的連接詞處理，僅說明 *ever* 有‘始終’的意義，作強調 *since* 用。本書為便於學生接受，另列一項。又如並列複合句各種連接詞中 *either ... or* 及 *neither ... nor* 在一般語法書中都作為典型的並列連接詞提出，而本書在第九課總結並列複合句時，並未提及，因這類語法現象學生尚未接觸過，而且在第九課以後的幾課中，也並沒有出現。

教师在讲解语法时，最好按照学生水平，针对要求，突出重点，灵活运用，避免一般化。以第九课的时间状语从句为例，该课中以 when, before, after, until 等连接词连接的时间状语从句，学生已经掌握，所以在讲解时，仅需简略地提一下，重点放在以 while, as, since, as soon as, no sooner ... than, till 等连接的状态从句上。至于以连接词 by the time (that), the moment (that) 等连接的状态从句，则要求学生理解即可。

4. 构词法：在已学过的单词基础上系统归纳，目的在使学生逐步掌握构词规律，以扩大词汇和帮助单词记忆。估计学生根据构词规律已能自行猜知其意义的派生词，在英译汉练习和泛读课文中不作生词处理，以培养学生较灵活地掌握词汇的能力。

5. 练习：为了满足不同要求，练习较多，难易俱备。各单元后面配有复习练习，目的在于既综合又有重点地复习各单元所学的知识。

本册练习增加课文问答一项。

学生熟练掌握精读课文，在外语学习中具有关键性的意义。因此，在安排教学环节时必须让学生在从理解课文到熟练掌握课文的过程中有足够的时间保证，布置练习也应该首先注意使学生熟练掌握课文。朗读是一切口笔头练习的基础，必须始终贯彻。而朗读、背诵、听写和问答四项练习又是基础阶段最主要的练习形式。此外，教师还可以根据具体情况布置作课文提纲、讲述段落大意、复述等练习，以使学生熟练掌握精读课文。本书中语法分析、英译汉、汉译英等练习贯串各课，大体上按照由浅入深的原则排列，教师可根据学生实际情况选用。

6. 泛读课文：每课和每单元之后都配有泛读课文，每篇长度为 1600—2600 个印刷符号，生词和习用语一般在 15 个左右。书末尚有泛读课文两篇，作暑期读物用；两篇总计有印刷

符号 5500 个左右，生词每篇有 20—25 个。泛读课文都较显著地浅于精读课文；其中的生词不注在课文后面，而列入词汇总表。

7. 词汇总表：词汇总表仅包括本册内出现的生词和习用语，但第一册已学过的熟词，如在本册出现时经过转义，仍连同原义一并列入。由熟词组成的习用语，除列入该习用语外，该熟词仍加注释。语法术语及习题说明中出现的生词，也列入词汇总表。为了培养学生较灵活地掌握词汇和使用词典的能力，各课词汇表和词汇总表中的单词除注明该词在课文中的意义外，同时列入与该意义接近的其他意义。

教学进度可由教师自行安排，大体上每课可安排 4—5 学时。单元复习可按照具体情况加以使用或删减。

# CONTENTS

<b>Lesson 9</b> .....	1
Text: .....	The Golden Touch
Word-Formation: .....	动词后缀 -en
Grammar: .....	1. 简单句、并列复合句和主从复合句 2. 状语从句(1)
<b>Lesson 10</b> .....	22
Text: .....	On the Importance of Learning Foreign Languages
Word-Formation: .....	名词后缀 -ation
Grammar: .....	状语从句 (2)
<b>Lesson 11</b> .....	39
Text: .....	Patrice Lumumba's Last Letter
Word-Formation: .....	形容词后缀 -ern
Grammar: .....	1. 主语从句 2. 表语从句 3. 宾语从句
<b>Lesson 12</b> .....	55
Text: .....	England and Great Britain
Word-Formation: .....	形容词后缀 -ial
Grammar: .....	定语从句
<b>Revision Exercises</b> .....	72
<b>Lesson 13</b> .....	78
Text: .....	A Yellow Crane
Word-Formation: .....	前缀 un-
Grammar: .....	动词一般时态



**Lesson 14** .....98

Text: Seven Matches  
Word-Formation: 形容词后缀 -able  
Grammar: 动词进行时态

**Lesson 15** .....117

Text: Bicket  
Word-Formation: 形容词后缀 -al  
Grammar: 动词完成时态

**Revision Exercises** .....137

**Lesson 16** .....144

Text: But He Looked So Young  
Word-Formation: 名词后缀 -ness  
Grammar: 动词完成进行时态

**Lesson 17** .....164

Text: Chairman Mao Is Still in  
Northern Shensi  
Word-Formation: 形容词后缀 -ous  
Grammar: 时态的呼应

**Lesson 18** .....184

Text: Atomic Power Station  
Word-Formation: 名词后缀 -ment  
Grammar: 被动语态

**Revision Exercises** .....201

**Supplementary Texts**

The Magic Gourds .....207  
Giving Lessons to Uncle Wang .....210  
The Wisdom of a Poor Man .....213

"Excellent" for Algebra .....	216
Joe Hill .....	219
Work Comes First .....	222
Both Sides of the Shield .....	226
The Boy Who Weighed an Elephant .....	229
The Wise Man, the Fool and the Lackey .....	232
The Red Army Man's Cap .....	235
At the Great Midland .....	239
Two Presents .....	241
A Lifetime of Happiness .....	245
A Life Sentence .....	249
Shanghai Today .....	254
<b>Vocabulary</b> .....	257
<b>Irregular Verbs</b> .....	284

## LESSON 9

Text: The Golden Touch

Word-Formation: 动词后缀 -en

Grammar: 1. 简单句、并列复合句和主  
从复合句  
2. 状语从句 (1)

### TEXT

#### THE GOLDEN TOUCH

Once upon a time, there lived a very rich king whose name was Midas. He had a little daughter called Marygold. King Midas was very fond of gold, he was fonder of it than of anything else in the world. If he loved anything better, it was his daughter. But the more Midas loved his daughter, the more did he desire and seek for gold. He thought that the best thing he could do for his daughter was to make her the richest woman in the world. Thus he gave all his thoughts and all his time to this one purpose.

One day, as Midas was counting his pieces of gold in a secret room in his palace, a stranger suddenly appeared before him and said:

“Midas, you are the richest man in the world. But are you really happy?”

"No, I am not," answered Midas, "I shall never be happy until everything that I touch becomes gold."

"The Golden Touch!" cried the stranger. "But are you quite sure this will satisfy you?"

"How could it fail?" replied Midas.

"Then, you shall have what you wish. Tomorrow when the sun rises, you will find yourself gifted with the Golden Touch." With these words the stranger disappeared.

The next morning Midas woke up at sunrise. While he was dressing, he found, to his great delight, that his clothes had turned into gold. Midas became so happy that he ran into the garden and lavishly exercised the Golden Touch till every flower there was changed to gold. By the time this good work was finished, Midas felt tired and hungry, so he hurried back to the palace, where his daughter was already waiting for him at the breakfast table. But the moment he lifted his cup of coffee to his mouth, his coffee became molten gold, and the next moment it hardened into a lump!

"Ha!" cried Midas, rather frightened.

"What is the matter, father?" asked his daughter running up to him and taking his hand, but no sooner had their hands joined than she also turned into gold. "What have I done?" cried Midas. "It's madness

to want more gold. Now I have lost my daughter."

In his despair, he suddenly saw the stranger standing near the door.

"Well, friend Midas," said the stranger, "how do you like the Golden Touch?"

Midas shook his head.

"What happened? Have you not everything you want?"

"Gold is not everything," answered Midas. "And I have lost all that I really cared for."

"Let us see, then. Which would you like to have now: the Golden Touch, or your daughter?"

"O my child, my dear child!" cried Midas.

"You are wiser than you were, King Midas!" said the stranger. "Go to the river and bring some water. Then pour the water over your daughter." Midas did as the stranger had advised. As soon as the water fell on the gold statue of his daughter, the rosy colour came back to her face and his daughter returned to life. After that Midas came to understand that gold was not the most important thing in the world.

*By Nathaniel Hawthorne (adapted)*

### Words to the Text

touch [tʌtʃ] *v.t., v.i., n.* 触,

碰, 摸; 接触

king [kɪŋ] *n.* 国王

gold [ɡəʊld] *n.* 金, 黄金;

金币(总称)	唤醒, 叫醒
else [els] <i>a.</i> , 别的, 另外	delight [di'lait] <i>n.</i> , <i>v.i.</i> 高兴, 喜欢, 愉快 <i>v.t.</i> 使高兴, 使喜欢, 使愉快
desire [di'zaɪə] <i>n.</i> , <i>v.t.</i> , 愿望, 欲望, 想要	lavishly ['læviʃli] <i>adv.</i> 不吝惜地, 浪费地, 滥用地
seek [si:k] <i>v.t.</i> , <i>v.i.</i> 寻觅; 企图得到(财富、名声等)	hungry ['hʌŋɡri] <i>a.</i> 饥饿的
purpose ['pə:pəs] <i>n.</i> 目的	hurry ['hʌri] <i>v.i.</i> <i>n.</i> 急忙, 赶快走 <i>n.</i> 急忙, 匆促
count [kaunt] <i>v.t.</i> 数, 计... 的数	lift [lift] <i>v.t.</i> 举起, 拿起
piece [pi:s] <i>n.</i> 块, 片, 张, 支	cup [kʌp] <i>n.</i> 杯子
secret ['si:krit] <i>a.</i> 秘密的 <i>n.</i> 秘密	coffee ['kɒfi] <i>n.</i> 咖啡
palace ['pælis] <i>n.</i> 宫殿, 宫	mouth [mauθ] <i>n.</i> 嘴, 口
stranger ['streɪndʒə] <i>n.</i> 陌生人	harden ['hɑ:dn] <i>v.i.</i> 变硬, 变坚固 <i>v.t.</i> 使硬, 使坚固
suddenly ['sʌdnli] <i>adv.</i> 突然, 忽然	lump [lʌmp] <i>n.</i> 块, 团, 堆
sure [ʃuə] <i>a.</i> 确实的; 确信的, 有把握的	rather ['rɑ:ðə] <i>adv.</i> 颇, 相当; 稍微, 有点
satisfy ['sætɪsfaɪ] <i>v.t.</i> 使满意, 满足	frighten ['fraɪtn] <i>v.t.</i> 使惊吓
sun [sʌn] <i>n.</i> 太阳; 阳光, 日光	matter ['mætə] <i>n.</i> 事物, 事情
gift [ɡɪft] <i>v.t.</i> ; 赋与(人)以才能等	join [dʒɔɪn] <i>v.i.</i> , <i>v.t.</i> 结合, 连接; 参加
disappear [disə'piə] <i>v.i.</i> 消失, 不见了	madness ['mædnɪs] <i>n.</i> 疯狂, 狂热
wake [weɪk] <i>v.i.</i> 醒 <i>v.t.</i>	lose [lu:z] <i>v.t.</i> 失去, 丧失,

损失; 输  
 despair [dis'peə] *n., v.i.* 绝望, 失望  
 wise [waiz] *a.* 聪明的  
 pour [pɔ:] *v.t., v.i.* 倒(水等), 倾泻

advise [əd'vaiz] *v.t.* 忠告, 劝告  
 statue ['stætju:] *n.* 雕像, 铸像  
 rosy ['rouzi] *a.* 玫瑰色的  
 colour ['kʌlə] *n.* 颜色

### Idioms and Phrases

once upon a time 从前      to care for 关心; 爱  
 to be fond of 喜欢

### Notes to the Text

1. the golden touch 点金术
2. He was fonder of it than of anything else in the world.  
 他喜欢它甚于世界上其他一切。

Else 和 other 都可作形容词用, 意义都是‘别的, 其他的, 另外的’; 但 other 作形容词用时可修饰名词, 它的位置通常在它所修饰的词的前面。Else 通常只能修饰 anybody, anything, nothing, everything, something, some one, who, what, all, much, little 等代词, 而且它的位置是在它所修饰的词的后面。

Other	Else
He studies better than any <u>other</u> comrade in his class. 他比他班上任何 <u>其他</u> 同学都学习得好。	He studies better than any- <u>body else</u> in his class. 他比他班上任何 <u>别</u> 的人都学习得好。

Other	Else
<p>I have some <u>other</u> news to tell you.</p> <p>我有些<u>别的</u>消息要告訴你。</p> <p>Is there any <u>other</u> pupil who wants to go?</p> <p>有<u>别的</u>學生要去嗎?</p>	<p>I have something <u>else</u> to tell you.</p> <p>我有些<u>别的</u>事情要告訴你。</p> <p>Who <u>else</u> wants to go?</p> <p>另外還有誰要去?</p>

Other 除可作形容词用外, 还可以作名词用。Else 只可以作形容词用, 不可以作名词用。例如:

There are two books on the desk. One is an English text-book, the **other** is a novel. (书桌上有两本书。一本是英语教科书, 另一本是一本长篇小说。)

I hurried there first, then the **others** followed. (我先赶到那儿去, 然后别的人也跟着来了。)

3. ... you shall have what you wish. .... 你(一定)会得到你想要的东西。

Shall 用在第二或第三人称后, 是情态动词, 表示说话人的意志, 有‘必定’、‘应该’的意思。

4. While he was dressing, he found, to his great delight, that his clothes had turned into gold. 当他在穿衣服的时候, 他很高兴地看到他的衣服变成了金子。

5. What is the matter (with you)? (你)怎么啦?

6. Which would you like to have now: the Golden Touch, or your daughter? 你现在想要哪一个: 点金术, 还是你的女儿?

Should like (只能用在第一人称后)和 would like (用在第二、第三人称后, 但也可以用在第一人称后)的意思是



‘願’、‘欲’、‘想’。这种结构中的 *should*、*would* 是情态动词。比较下列二句：

I **like** to swim. (我喜欢游泳。)

I **should** (或 **would**) **like** to swim. (我想游泳。)

7. Midas did as the stranger had advised. 迈德斯照那个陌生人劝他的那样做了。

这里的 ‘as’ 的意思是 ‘按’、‘照’、‘依’ 或 ‘如’。

## IRREGULAR VERBS

Infinitive	Past Indefinite	Past Participle	Present Participle	Meaning
lose [lu:z]	lost [lɒst]	lost [lɒst]	losing [ˈlu:zɪŋ]	失去, 丧失; 损失; 輸
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	seeking [ˈsi:kɪŋ]	寻, 覓; 企图 得到
wake [weɪk]	woke [wʊk] waked [weɪkt]	woke [wʊk] waked [weɪkt]	waking [ˈweɪkɪŋ]	醒; 喚醒, 叫 醒, 使醒

## WORD-FORMATION

### 动词后缀 -en (The Verb Suffix -en)

后缀 -en [n] 通常加在形容词词干上, 构成动词。

由形容词词干加后缀 -en 构成的动词, 常具有 ‘使……’ (及物动词) 或 ‘变……’ (不及物动词) 的意义。

Adjective	Meaning	Verb	Meaning
hard	硬的; 坚固的	harden	v.t. 使硬; 使坚固 v.i. 变硬; 变坚固
deep	深的, 深切的, 深刻的	deepen	v.t. 使深, 加深 v.i. 变深, 深化