



十年制学校高中課本

英 语

ENGLISH

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十年制学校高中課本(試用本)英語第二冊

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Lesson One

Good Reading

A good reader is always listened to with attention and pleasure; a poor reader never satisfies himself or those who hear him. The reasons for this are plain. The good reader has a quick eye to know every word at sight; he has a ready control of his voice, and therefore pronounces distinctly and correctly; his mind is alert to catch the meaning of that which he reads, and hence it is easy for him to make his hearers understand and enjoy. To him reading is a delight; it is merely talking from the book.

On the other hand, the poor reader has not learned to recognize words quickly and easily; new words are to him like the faces of strangers, and he finds it hard to know them. He must ever guess at some of the commoner words that ought to be familiar to him. All this gives him so much trouble that his eye has not the time to

run forward and take in the meaning of the whole sentence while his voice is still on the first words. He therefore stumbles along from word to word, and does not understand much of that which he is trying to read. Do you think it is any wonder that he cannot make others understand it? Reading is to him an irksome task; it is the hardest kind of work, and he finds no pleasure in it. His hearers are weary of him before he has labored through a single sentence; they do not like to listen to him.

Every person ought to become a good reader, both because of the pleasure that may be got from books and because of the knowledge that can be gained by reading. It is true that most of your reading will be silent reading; but if you cannot read aloud well enough to make your hearers understand and enjoy, your silent reading will be a mere stumbling over words, and all book learning will be a task.

It is quite easy for some children to learn to read well, while for others it is very difficult,—just as it is easy for one boy to learn to catch a ball and very hard for another. But there is no reason

why even the poorest reader should not try his utmost to improve. This he may do by paying careful attention to many things.

In order to recognize every word at sight you must have much careful practice. Do not guess at words, but study them until their appearance is as familiar to you as the faces of your schoolmates and friends. Look up the new words in the word list; study them also as they appear in connection with other words in the lesson itself.

To be able to pronounce every word correctly, learn the phonetic signs that are used in the word list.

Let your eye run quickly from the beginning of a sentence to its end, so that you may grasp its meaning before your voice has had time to speak the words. Practise first with short sentences, then with longer and still longer ones.

Study each reading lesson silently and carefully, trying to know every word and to understand every thought, before you are called upon to read it aloud. And then remember that good reading is just like good talking, and let the tones of your voice be as

free from restraint as though you had no book in your hand, but were merely telling something to your schoolmates.

Exercises

I. Answer the following questions:

1. Why do people enjoy listening to a good reader?
2. Do people like to listen to a poor reader? Why not?
3. Try to describe the poor reader's troubles in reading.
4. Do you think everybody should become a good reader? Why?
5. How does reading aloud help silent reading?
6. How can you learn to recognize every word at sight?

II. Fill in the blanks with verbs in the proper tense:

1. You said you ____ (be) right. But I am afraid you ____ (be) wrong. ____ (think) the whole thing over and you ____ (see) your own mistakes, I ____ (be) sure.
2. She ____ (look) very tired for she ____ (work) very hard during the last few days.
3. Last week I went shopping in town with Mother. We ____ (meet) Uncle Wang, an old friend of Mother's, in the street. They ____ (not see) each other for years. He told Mother that he ____ (work) in a factory in Shanghai and that he ____ (be) now in Peking on business. He ____ (promise) that

he ____ (come) to see us in a few days.

4. When I ____ (get) up this morning, I ____ (find) the rain ____ (stop). The sun ____ (shine) and the birds in the garden ____ (sing) merrily. It ____ (be) such a fine morning. But now it ____ (become) cloudy and I ____ (be) afraid it ____ (rain) soon.

III. Point out the different kinds of phrases and clauses in the following sentences:

1. From all parts of the world party comrades came to Marx's study in order to consult the master of socialist thought.
2. This room was on the first floor, its broad window overlooking the park. To one side of the window there were two tables loaded with papers and books.
3. When a boy pulls the string which is fastened to his kite, the air presses against the face of the kite and so lifts it up.
4. It so happened that one morning an elephant was driven down the road where they stood.

Lesson Two

Robin Hood and His Merry Men

Hundreds of years ago England was in the hands of nobles who ruled as it pleased them.

There were no laws to protect the people. It was a common thing for a man to be thrown into prison and to be killed, or to be declared an outlaw and to be hunted like a wild beast from one end of England to the other.

Robin Hood was only a boy when he became an outlaw. He was walking one day through Sherwood Forest when he was roughly stopped by a party of the king's foresters. They made fun of him. "See the length of his bow," they said. "He carries it for show. He could never draw it."

"I will draw it at any mark you would choose," cried the boy.

"There's your mark," said the chief forester with a sly smile, and he pointed to a herd of deer which had just swept into view.

Without a word, Robin raised his bow and aimed at the great deer leading the herd. Twang! There was a whizzing sound. The great animal leaped and fell, with the arrow through his heart.

"Well, have I won?" Robin turned to the men and asked.

"Yes," said the chief forester, "but you will be

hanged for shooting the king's deer. Seize him, my lads."

In a flash Robin saw their trick. His heart was full of rage, but he was powerless.

The foresters bound him quickly and placed him on a cart. Then calling two woodcutters near by, they forced them to leave their work and pull the cart to town.

Towards evening the company stopped at an inn to rest. Then watching his chance, the older of the two woodcutters stole away into the forest. The younger one ran softly to the cart in which Robin lay. Swiftly cutting the ropes, he helped Robin to his feet, and together they sped towards the woods.

Robin knew that from that day he was an outlaw. He fled far into the forest and made his home there. Gradually others joined him there—men, like himself, who had been ill-treated by the cruel lords. They made him their leader, and his company grew larger and larger. The officers and the rich lords hated him and often tried to capture him and his followers. But as time went by, the company of Merry Men grew so strong that they

had little to fear.

Robin Hood's Merry Men became known all over the country as rebels against the unjust rule of the lords, and as friends and helpers of the poor and oppressed. They killed the king's deer for their food, and they robbed rich travellers on the road. They did all this because they saw that in those days there was no hope of justice from the rulers of the land, and they saw that they themselves were the only ones to whom the poor people could look for help. The people did look upon Robin Hood as their friend, and they learned to call on him for help whenever they were in trouble.

No wonder, then, that the name of Robin Hood was dear to all the oppressed and down-trodden people of the country. No wonder that they loved to tell of his good deeds, and that his fame has come down in song and story to this day.

Exercises

I. Pick out the clauses and say whether they are independent or subordinate:

1. It seemed to him that it was no use for him to

fight any longer.

2. Things which keep the same shape wherever you put them, like a piece of wood or a tin, are called solids.
3. The rain fell heavily last night, but now the soft white clouds are floating across the blue sky, and the sun is shining brightly.
4. The blind men could not see the elephant with their eyes, but they thought that by touching it, they could learn just what kind of animal it was.

II. Write sentences with the idiomatic expressions below:

- | | |
|-------------------|------------------------|
| 1. even if | 2. in order to |
| 3. to agree with | 4. to be afraid of |
| 5. to be fond of | 6. to stop...from -ing |
| 7. to make fun of | 8. to be full of |

III. Retell the story of Robin Hood in your own words.

Lesson Three

A Visit to Stratford

April 24th.

Dear Tom,

Cousin John is home from Oxford for a short holiday. Yesterday he took Margaret and Andrew

and me in a car to Stratford-on-Avon, the place where Shakespeare was born and died. It was a very suitable day, for yesterday was April 23rd, the day on which Shakespeare was born, and also the day on which he died.

Stratford is a very interesting town, right in the centre of England. You can't get very far from the sea anywhere in England, but Stratford is about the farthest point you can get from it. It's nice to think that Shakespeare was born right in the heart of England. There are no mountains or deep valleys near Stratford, but there are beautiful woods, green fields, a quiet gentle river — the winding Avon — and lovely houses, black and white with thatched roofs.

Stratford is quite a busy town, especially on market day when the farmers from the countryside round Stratford come to buy or sell cows or pigs or sheep. At least so John told me, and he knows Stratford well. But it wasn't market day yesterday, so we were able to look round comfortably. The first place we went to was Shakespeare's birthplace, a small house with small rooms in the centre of

Stratford. We saw the very room where Shakespeare was born.

In one room was a little wooden desk, the very desk that Shakespeare sat in when he went to the grammar school in Stratford. But one of the things I liked best was the garden behind the house, because in it are growing all the flowers, trees and plants that are mentioned in Shakespeare's plays.

We visited New Place, the house in which Shakespeare spent the latter years of his life. Here he probably wrote "The Winter's Tale" and "The Tempest"; and here he died. But there's nothing left of it but a few bricks and the garden.

Then we went to the church where Shakespeare is buried. There's a bust of Shakespeare that was carved by a Dutch sculptor.

By this time we were very hungry. So John took us to a very old hotel that was probably there in Shakespeare's time. We had a jolly good lunch there. After lunch John took us across the fields' about a mile out of Stratford, to Anne Hathaway's Cottage. Anne Hathaway was the woman that Shakespeare married, and the cottage is just as it

was in Shakespeare's time. There are the old chairs by the fire-place where Shakespeare must have sat, the plates from which he probably ate his dinner, and a leather bottle from which Anne poured out beer for him. In that little house I felt as if I was living in the 17th century and if Shakespeare had come walking down the narrow stairs I shouldn't have felt very surprised.

We had a look at the Shakespeare's Memorial Theatre, built on rather plain practical lines, but John said it has the best stage in England. I wish we could have seen a play there; they were doing "A Midsummer Night's Dream" that evening, but all the tickets had been sold long ago. However, John is going to try to get seats for us for another play.

We were very tired when we got back, but it had been a lovely day — and I do hope John can get those tickets.

Lots of love,
Alice

Exercises

I. Change each of the following into:

(A) Indirect speech

1. He says, "I have no time now."
2. He said to me, "What do you want?"
3. Mary said, "Mother has gone to market."
4. I said to my classmates, "Get ready at once."

(B) Direct speech

1. The girls said that they liked these games.
2. She said that she had been ill for a week.
3. I told the boys that I could not go with them.
4. He asked me to tell him the time.

II. Fill in each blank with a proper prepositional phrase chosen from the box below:

because of	in the centre of	in front of
till after	in connection with	according to
from behind	in the hands of	

1. She could not come ____ her mother's absence.
2. ____ the radio broadcast (['brɔɪdkɑ:st] 广播) there was a storm on the coast.
3. A statue (['stætju:] 雕像) stands ____ the building.
4. ____ the town there is a public square.
5. He often works ____ dark.

6. Tell me all you know — that subject.

7. Fetch the umbrella — the door.

8. In those days most of the land was — the
landlords and rich farmers.

III. Read and translate the following orally:

William Shakespeare

William Shakespeare, one of the greatest of the world's writers, was born at Stratford-on-Avon in April, 1564. His father was one of the most prosperous men of Stratford and his mother was the daughter of a well-to-do farmer.

Of his education little is known; probably he entered the Stratford Grammar School at the age of seven. When he was nearly fourteen he was obliged to leave school and help support the family, as his father had lost his property and had fallen into debt.

Although he had little book learning, he had a very quick eye and a very strong memory and he learned from everybody with whom he came into contact.

At the age of eighteen, he married Anne Hathaway. If you go to Stratford you will see the cottage which is called after her. A few years after his marriage he left his family and went to London, where he joined a band of strolling players such as were then common in England. It is said that he held horses at the stage doors. Then about the year