

常春藤  
英语系列

普通高中英语课程标准泛读教材


# 常春藤英语

GO WITH IVY ENGLISH

八级 · 三

总主编 聂成军  
编 著 栗瑞莲



 中国人民大学出版社

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· 北京 ·

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# 木铎金声

## 序言一

教育界有一个普遍共识：学习能力的欠缺从本质上是阅读能力的滞后。阅读是学生进一步掌握知识、养成能力的阶梯，在阅读能力欠缺的情况下，新的知识就无从进入学习者的大脑，更无法生成更高层次的知识，也就无从提高能力。同时，阅读又是所有人类活动中最能贴近心灵、激发愉悦的一种。真正的阅读，应该是优雅的；而真正值得阅读的，除了经典，还是经典。

基于此，我们与中国人民大学出版社外语分社几经磋商，又经过与众多位志同道合的同仁的多次研讨，就有了“常春藤英语系列”这一套英语泛读教材的诞生。我们从浩瀚的英语文选中，挑出适合不同阶段中学生阅读的内容。这是一项庞大的工程，十几个月的时间里我们读遍了英国、美国、加拿大、澳大利亚的语文教材，那些文字大多是英语国家百年传承的经典。置身其中，我们犹如一个个鲜活的人物和场景对话，每每为他们的所思所想所感所为所处而感动、而思考；每当痛下决心不得不舍弃某一篇经典文篇的时候，我们总会拷问自己竟然如此残忍！

结合国情、学情，我们将优中选优的“幸存者”，依据英语课程标准分配到了不同等级的册子里。为了帮助读者消化这些经典，我们又针对中考改革和高考改革的最新精神，根据多年的教学研究经验，以北京、重庆两大都市名校名师的视角，在这套书中设计了不同层次的学习任务。这些任务都具有很强的实效性、可操作性和通用性，既便于教师在课堂上实施，又便于学生课下自我检测。这些任务包括：

任务一, “How well did you read?” 旨在辅助读者理解文章、自我评估和调控, 或者试图将读者对文章的理解提高到较高的层次。

任务二, “Read for words”。我们对照新课标词汇表, 针对重点词汇设计了配套练习——我们相信, 这种在语境中进行的练习, 会帮助读者更有效地扩大词汇量。

任务三, “Writing practice”。不是每一篇选文后面都设计了这一任务。这一任务采用了两种形式: 一种是 Summary writing, 希望借此加强读者对文章的记忆并加厚读者的写作功底; 另一种是开放的 Questions, 意在通过此种形式的写作推动读者的思维, 引导读者去思考深层次的问题。

所有与我一起甄选文章、设计任务的老师均来自北京市重点中学或者著名学校以及四川外国语大学附属外国语学校(重庆外国语学校), 他们都在三尺讲坛上耕耘多年, 对于师生的需求有最直接的发言权, 对于中学生的英语学习问题有最直观的了解和感受。他们白天保质上课, 晚上熬夜选文、精心构思设计。因为他们深知, 今日所做, 正是为了成就一批又一批的优秀读者。

我们的团队——这些名校教师们日夜辛苦那么久, 唯一的目的在于: 期望我们的学生——认识的, 不认识的, 均能从这套书中受益; 希望我们的中学英语学习资源里, 有更多更好的经典; 希望更多的人, 能够静下心来, 真正品一品英语的芳香。对于我个人而言, 还有一个小小的私心: 为我今年正在人大附中七年级读书的女儿聂子健编写一套对得起她的阅读教材, 作为爸爸送给她的礼物, 伴随她从初一到高三——我对她的最高期许, 就是希望她成为一个爱读书的人、一个身心健康的人。

《论语》说: “天下之无道也久矣, 天将以夫子为木铎。” 夫子的时代远去了, 但是我们依然需要木铎, 不时地在我们身边响起, 提醒我们, 应该通过阅读经典来与自己的心灵对话。

我们不敢妄自尊大, 将我们的这套书称为“木铎”, 但是, 至少, 如果您真的选择了它, 偶尔的木铎金声, 您是可以听到的。

木铎声声, 其音悠悠, 其韵绵长。绝恶于未萌, 起敬于微渺, 不经意间, 我们的未来, 也许就已经改变。

聂成军

甲午年(2014年)夏

于北京市海淀区教师进修学校

# 编辑心语

## 序言二



阅读是人生进步的阶梯，知识是文明进化的尺度。

《义务教育英语课程标准》和《普通高中英语课程标准》明确规定，中学生的阅读量为：三级，4 万词以上；四级，10 万词以上；五级，15 万词以上；六级，18 万词以上；七级，23 万词以上；八级，30 万词以上。

我们深感广大的中学生缺少严格按照上述标准编写、内容精到经典的英语泛读教材。经过与北京市海淀区教师进修学校中学英语教研员聂成军先生以及海淀区主要名校（中国人民大学附属中学、北京大学附属中学、清华大学附属中学、北京市十一学校、北京市第一〇一中学、首都师范大学附属中学、北京市八一中学、北京市第二十中学、北京市第十九中学、北京师范大学第三附属中学、中国地质大学附属中学、北京市知春里中学等）、北京师范大学良乡附属中学和四川外国语大学附属外国语学校（重庆外国语学校）部分一线骨干教师反复研讨，我们确定并精心编写了这套“常春藤英语系列”教材，共 16 册：

常春藤英语 三级·上	常春藤英语 三级·下
常春藤英语 四级·上	常春藤英语 四级·下
常春藤英语 五级·上	常春藤英语 五级·下



常春藤英语 六级·上	常春藤英语 六级·下
常春藤英语 七级·一	常春藤英语 七级·二
常春藤英语 七级·三	常春藤英语 七级·四
常春藤英语 八级·一	常春藤英语 八级·二
常春藤英语 八级·三	常春藤英语 八级·四

这套教材，立足于公认的教育理论，依赖于权威的编写团队，取材于以英美为主的国家经典的语文教材，设计有实用精到的练习，精选部分适合诵读的课文配置了地道的英语录音（可登录中国人民大学出版社外语分社网站 [www.crup.com.cn/wy](http://www.crup.com.cn/wy) 进行下载），顺应中、高考改革的趋势，是我国第一套严格按照《义务教育英语课程标准》和《普通高中英语课程标准》而精心打造的英语泛读教材。

感谢这套教材的总主编和所有编委会成员。

书如其名，我们相信这套教材值得拥有，相信其生命之树常青常绿。

中国人民大学出版社外语分社

2014年6月

下·第三 大学英语	上·第三 大学英语
下·第四 大学英语	上·第四 大学英语
下·第五 大学英语	上·第五 大学英语



# 前言



亲爱的读者，

本册是按照《普通高中英语课程标准》八级要求编写的，适合高三年级学生阅读。

首先，感谢你翻开这个小册子以及你接下来即将进行的人类最美好的活动——阅读。作为本册的编写者，我迫不及待地要带你去享受前面的这段阅读历程了。

本册书的选材仍以北美、澳洲经典名篇为主，其语言或雅或谑，各成一家；故事内容亦是包罗万象，各色人等纷纷登台，将平凡人一生都不会经历的精彩拿到一个小小的册子里来演绎；为了帮助读者诸君更好地理解这些经典，编写者还围绕文章主线设置了一系列问题，对重难点词汇进行了注解，并设计了辅助性题目。

而这，其实并不是我想向读者诸君推出此书的原因——至少不是最重要的原因。我心底最大的愿望，乃是希望诸位能在阅读的过程中习得人生的智慧。The Judge's Debt 告诉我们，人与人之间的情谊可以历久弥坚，而一颗感恩之心，甚至可以美过生命本身；The Drover's Wife 让我们明白，很多时候，一颗淡定、强大的心足以应付这世间所有的不测；Sunrise in the Blue Mountains 带我们领略自



然的力量，并在心底保留一份对美的敬畏；The Men of Whitby 则带我们去见识了毅力的强大——强大到足以让苍天束手，让大地动容；The Feather 则让我们明白，内心的淡定、从容可以溶解外界的暴戾……

亲爱的读者诸君，你可以学到的，何止这些，但是我愿意把思考的权利交还给你们，并且，随时等候着分享你的感受。

为方便教师教学和学生阅读，本书精选 14 篇适合诵读的经典文章提供录音，读者可登录中国人民大学出版社外语分社网站 [www.crup.com.cn/wy](http://www.crup.com.cn/wy) 进行下载。此外，为给学生提供更多的学习方便，本书还特别申请了答疑邮箱，读者可以通过以下邮箱与主编取得联系并提出疑问：[cctyyz@126.com](mailto:cctyyz@126.com)，[cctyy\\_8\\_3@126.com](mailto:cctyy_8_3@126.com)，[chengzsh@crup.com.cn](mailto:chengzsh@crup.com.cn)。

栗瑞莲

2014 年 6 月于清华大学附属中学





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## Lesson

# 1

## The Judge's Debt

1 About three hundred years ago, there were two little boys at a famous school in London, called Westminster School. Their names were Nicholas and Wake, and although they were quite different in character, they were great friends.

2 Nicholas was a shy, timid boy. He was also very idle, and, I am sorry to say, he did not always speak the truth. Wake, on the other hand, was as upright and honest as the day, and although he was full of fun and mischief<sup>①</sup>, he always owned up if he did anything wrong.

3 One day, when the boys were all seated at their desks in the great hall of the school, the master left the room for a few minutes. As soon as his back was turned, the boys jumped up, and began to play pranks as hard as they could.

4 The hall was divided into two parts by a heavy curtain, and as Nicholas was passing this curtain, he gave it a tug. He did not pull it very hard, but the curtain was old, and, to his horror, a great rent appeared in it.

5 He turned quite white with terror, for the master was a harsh man, and Nicholas knew that he would be punished severely if he were found out. The rest of the boys crowded round him, trying to hide the damage that had been done. At last they arranged the folds of the curtain, so that the rent was hidden, and then they crept back in silence to their seats.

6 Perhaps the stillness made the master think that something had happened, for as soon as he came back, he looked around him, and his eye fell on the ruffled<sup>②</sup> curtain. He went up to it and shook it, and in a moment he saw the great tear.

7 In a stern voice he asked the boy who had done the mischief to stand up. But no one moved. Every boy sat still in his place; no one spoke. Then he began to ask each

boy in turn if he had been the culprit<sup>③</sup>.

8 When it came to Nicholas's turn to be asked, his tongue seemed to cleave<sup>④</sup> to the roof of his mouth. He would gladly have told the truth, but his courage failed him.

9 "I did not do it," he muttered. The master passed on, and he was left sitting, trembling and miserable, knowing that all his school-fellows knew that he had told an untruth.

10 Wake was sitting not far off. Nicholas was his friend, and he determined to shield him. For he knew that if the master found out that Nicholas had both told a lie and torn the curtain, he would not only be flogged, but he would be turned out of the school as well. And that might ruin his chance in life, for his father was a stern man.

11 So, when Wake was asked, he remained silent, and the master thought that he was guilty. He ordered him to come into the middle of the hall, and gave him a good flogging in the sight of all his school-fellows.

12 When it was over, Wake went back to his seat. His face was flushed, and his hands clenched<sup>⑤</sup>, but he felt very happy. He had by his generous action saved his friend from the evil result of his wrong-doing. As for the flogging—well, a flogging did not so much matter.

13 But, as you may fancy, Nicholas felt very wretched. He knew that he was a coward, and he knew that all the other boys knew it too. After lessons were over, and they were all in the playground, he noticed how they shunned him, and whispered to one another as he passed; while they carried Wake round the school on their shoulders, to show him what they thought of him.

14 Nicholas crept away to his room, and there Wake found him, crying bitterly. "Oh, Wake!" he sobbed, "I will never, never forget what you have done. You have saved me, for my father would have driven me from home if I had been turned out of the school. I will try to grow more like you, and one day, if I live, I will repay you."

15 Forty years passed away, and the two little Westminster scholars had long since lost sight of each other. Their ways in life lay far apart. England was divided into two parties. The Royalists had been defeated, and the King, Charles I, had been put to death. The Roundheads were in power, and Oliver Cromwell was ruler of England.

16 Nicholas had become a great lawyer, and as he was a Roundhead, he had been made a judge. Wake, who had always been fond of fighting, had become a soldier. He was an officer in the Royalist army.



17 He had been defeated in a battle in the west of England, and, along with other officers, he was put in Exeter prison as he tried for treason<sup>⑥</sup>. The punishment for treason was death.

18 The day of the trial came on, and the judge whom Cromwell sent down from London was Judge Nicholas. He looked very grand and solemn, as he sat on a raised platform, wearing his white wig, and his scarlet robes trimmed with ermine<sup>⑦</sup>. Very worn and weary were the poor, mud-stained soldiers, who were led in to receive their sentence.

19 Their names were read out. It was noticed that the judge startled when he heard the name of Colonel Wake.

20 But he had to do his duty. The men before him were guilty, and he sentenced them to death. They were to be shot in four days.

21 But when the trial was over, and the men had been led back to their cells, the judge was strangely troubled. "Is there anyone here who knows this Colonel Wake?" he asked.

22 A man stepped forward. "I do, your worship," he said. "I knew him when he was a boy."

23 "Was he at Westminster School?"

24 "Yes," said the man. "His father lived in London at that time."

25 The judge hurried to his room. His servant wondered to see him throw off his scarlet robes, and toss aside his wig. He threw down a handful of silver on the table.

26 "Fetch me meat and drink," he said, "and then go out and get me a horse, and, let me remind you, it should be the swiftest horse in Exeter."

27 Two hours later, a rider, booted and spurred, galloped<sup>⑧</sup> out of the old town, and turned his horse's head towards London. The watchman at the gate looked at him as he passed, but he did not know the stately judge, who had sat all day in the town hall, robed in scarlet and ermine. And yet it was he, riding for dear life, to save the life of his friend.

28 On and on he rode. All through that night, through the next day, and through the next night, he went as fast as the horse could gallop. He stopped only three times, and each time it was to get a fresh horse. All the way he repeated one sentence over and over again: "Let me be in time; only let me be in time."

29 He arrived in London in the morning, and went straight to the great ruler's house. Cromwell stared as the mud-stained rider was shown into his room.

30 “It is Judge Nicholas!” he said in surprise. “What has caused your worship to ride in such a haste?”

31 “I have an old debt to pay,” said the judge, “and I come to you to ask liberty to pay it.” Then he told the story of the torn curtain, and how Wake had shielded him from blame.

32 “It was not only the flogging that he saved me from, my lord,” he went on. “He set me an example, and he made me think. I saw the difference between a coward and a brave boy. I determined from that day that I would never tell another lie, and, thank God, I have succeeded. Whatever good there is in me today is due to my friend’s example.

33 “And now, unless your lordship pardons him, he must die in two days—or I must. For if you cannot grant his pardon, at least grant me leave to suffer in his stead.”

34 The tears stood in Cromwell’s eyes. Without a word he took pen and paper, and wrote out a free pardon. “Take it,” he said, handing it to the judge. “In such a matter as this, I cannot refuse you.”

35 Once more Judge Nicholas flung himself on his horse’s back, and galloped away. He forgot how stiff his limbs were, and how tired he was. For had he not the precious paper safe inside his coat?

36 When he arrived in Exeter, he lost no time in going to the prison, and demanding to be taken to Colonel Wake’s cell. You can fancy how the condemned man looked at him, wondering, as Cromwell had done, what his visitor wanted.

37 But he soon found out. Pulling the pardon from his pocket, the judge handed it to him, and then, with a sob, he flung his arms round the soldier’s neck. “You have forgotten me,” he said, “and I deserved to be forgotten. But I have never forgotten you, or what you did for me, and, thank God, I have been able to keep the promise that I made long ago at Westminster School, I have paid my debt.”

(1,618 words)

## Notes

1. **mischief** ['mɪstʃɪf] *n.* 顽皮, 淘气; 恶作剧

2. **ruffle** ['rʌfl] *vt. & vi.* 弄皱