



高级中学课本

英语

第二册

(必修)

人民教育出版社

SENIOR 2

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人民教育出版社外语室英语组编

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高级中学课本英语第二册(必修)是根据国家教育委员会教基[90] 004号文件印发《现行普通高中教学计划的调整意见》的通知和1990年印发的《全日制中学英语教学大纲(修订本)》规定的有关精神,对《高级中学课本英语第二册》(1985年版)作相应调整修订而成的。供五年制或六年制中学高中二年级英语必修课一学年使用。

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LESSON ONE

PORTRAIT OF A TEACHER

The night before last, just before dinner, while my father was looking through the evening paper, he suddenly let out a cry of surprise. Later he explained: "I had thought that he had died at least twenty years ago. But can you believe that my first teacher, Mr. Crossett, is still living? He is eighty-four years old and yesterday the Department of Education gave him a medal for having completed sixty years of teaching. Sixty years! Can you imagine it? He gave up teaching only two years ago. He lives in Deleville, which is only about an hour's ride from here. Henry, tomorrow is Saturday. Let's drive over there in the afternoon and say hello to him."

The next afternoon my father and I drove over to Deleville to see Mr. Crossett. Everyone in the town knew him so we had no trouble in finding his house. When he came to the

door, my father recognized him at once although, of course, he was now a very old man.



“Mr. Crossett,” said my father, “will you permit an old pupil to shake hands with you?”

Mr. Crossett looked at us curiously.

“An old pupil? I’m sorry but ... your name?”

My father told him his name — Albert Borden, the year in which he had studied, and the name of the school.

The old man drooped his head and began to murmur to himself my father’s name. Suddenly he looked up.

“Albert Borden? Your father was an engineer, and you lived very near the school.”

“Exactly,” said my father, shaking the old man’s hand.

Later my father and Mr. Crossett talked for about half an hour of things and persons they remembered in the school. The old man’s hands shook constantly, and he explained to my father how this shaking had begun two years before, and how he had been forced to give up his teaching because of this. Otherwise he would still be working, because his heart and soul were still in the schoolroom with his students. He went to a closet and after a moment brought out a package, marked with name and date. Out of the package he drew a paper and gave it to my father. It was marked with my father’s name and with the month and the year. It was one of my father’s own copy-book exercises! Mr. Crossett thus kept a record of all his old students. My father read the exercise and tears came to his eyes.

On the way home my father told me of an

incident that took place on his first day at school in Mr. Crossett's class. During the course of the lesson Mr. Crossett noticed that one of the students looked sick and feverish. He walked to the student's desk and put his hand on the child's forehead. While his back was turned another student in the class got up from his seat, and began to make faces just to make the other students laugh. Mr. Crossett turned rapidly and glared at the student.

"Don't do that again," he said quietly but firmly. Then he went back to his desk and went on with the lesson. After a while he put down his book, looked at the students in silence for several minutes, then said:

"My friends, we have to spend this year together and we must try to spend it together happily. You should study hard and be good students. I do not want you simply to promise me with words that you will be good. I want you to show me with your hearts that here we are all part of one big family. I want to be proud of you."

At this moment the bell rang announcing the end of class. One by one the students got up from their seats and left the room quietly. The boy who had made faces, however, went up to Mr. Crossett's desk and in a trembling voice said:

"I'm sorry, sir!"

Mr. Crossett patted him affectionately on the head and said:

"Do not think any more about it, my son. Here we are all good friends."



WORDS AND EXPRESSIONS

portrait ['pɔ:trɪt] *n.* 肖像, 画像; 描写, 人物描写

an evening paper 晚报

let out 放出; 发出; 泄露

least [li:st] *n.* 最小; 最少

at least 至少, 起码

Crossett [krɒ'set] 克罗塞特(姓)

department [di'pɑ:tmənt] *n.* (行政、企业等机构的) 部, 局, 处, 科, (大学的) 系

the Department of Education 教育部

complete [kəm'pli:t] *vt.* 完成, 结束

imagine [i'mædʒɪn] *vt.* 想象; 设想

vi. 想象起来

Deleville [dele'vil, 'deləvil] 德勒维尔(地名)

ride *n.* 骑(马); 乘(车、船)

an hour's ride 乘车一小时的路程

Henry ['henri] 亨利(男名)

say hello to ... 向……问好

recognize ['rekəgnaɪz] *vt.* 认识; 认出; 承认

permit [pə'mɪt] *vt. & vi.* 许可; 容许

shake hands 握手

curiously ['kjʊəriəsli] *adv.* 好奇地

Albert Borden ['ælbət'bɔ:dən] 阿尔伯特·博登(人名)

droop [dru:p] *vi. & vt.* (使)垂下

murmur ['mɜ:mə] *vi. & vt.* 低声说; 嘟哝; 发牢骚

engineer [ˌendʒɪ'niə] *n.* 工程师; 技师

talk of 谈到, 说到

constantly ['kɒnstəntli] *adv.* 经常地; 不断地

otherwise ['ʌðəwaɪz] *adv.* 否则; 要不然

schoolroom ['sku:lrum] *n.* 教室

closet ['klɒzɪt] *n.* 壁橱; 小房间; 盥洗室

package ['pækɪdʒ] *n.* 包裹; 包装

mark *vt.* 标明; 作记号于, 留痕迹于

copybook ['kɒpɪbuk] *n.* 习字帖; 习字本

record ['rekɔ:d] *n.* 记录, 记载; 唱片

record [ri'kɔ:d] *vt. & vi.* 记录, 记载; 录音(象)

incident ['insidənt] *n.* 小事件; (小说、戏剧中的)插曲; (政治性)事变, 事件

course [kɔ:s] *n.* 过程; 经过; 道路

during the course of 在……的过程中; 在……期间

feverish ['fi:vəriʃ] *adj.* 发烧的, 有发烧症状的

announce [ə'nauns] *vt.* 宣告; 宣布; 发表

tremble ['trembl] *vi.* 发抖; 摇晃

pat *vt. & vi.* 轻拍; 抚摩

affectionately [ə'fekʃnitli] *adv.* 充满深情地; 慈爱地

NOTES TO THE TEXT

1. PORTRAIT OF A TEACHER 一位教师的写照。

此处 *portrait* 意为“生动的描写”。

2. The night before last, just before dinner, while my father was looking through the evening paper, he suddenly let out a cry of surprise. 前天晚上, 就在晚饭前, 我父亲在看晚报时, 突然惊讶地喊了一声。

look through 在此意为 *give a rapid look over* “浏览”如:

I have looked through all the magazines on the desk. 我把桌上的杂志都浏览了一遍。

let out a cry of surprise = *cry out in surprise*

3. I had thought that he had died at least twenty years

ago. 我曾以为他至少二十年前就已经去世了。

主句中谓语动词用了过去完成时 (had thought), 表示“曾以为, 本来以为”的意思。think, hope, want, mean 等动词的过去完成时, 可用来表示过去未曾实现的想法、希望、打算或意图等。如:

We had hoped to be able to come and see you.
我们本来打算能来看望你。

They had wanted to help but could not get here in time. 他们本想来帮忙, 却没能及时赶到这里。

句中用 ago 而不用 before 是行文需要, 以示生动。

4. ...and yesterday the Department of Education gave him a medal for having completed sixty years of teaching. ……昨天教育部因他任教六十年而向他颁发了一枚奖章。

having completed 是动名词完成式, 作介词 for 的宾语。(动名词完成式以后再讲。)

5. ... so we had no trouble in finding his house. 相当于 ... so we found his house without any difficulty. ……因此我们毫不费事地找到了他的家。

trouble 在这里是“困难”的意思。如:

I'm having some trouble in doing this maths problem. 我在做这道数学题, 遇到一些困难。

6. Later my father and Mr. Crossett talked for about half an hour of things and persons they remembered in the school. 后来我父亲和克罗塞特先生聊起他们所

能记得起的学校里的人和事来,聊了约莫半个钟头。

talk of = talk about 谈到,说到

7. Otherwise he would still be working, because his heart and soul were still in the schoolroom with his students. 要不然他还会在教书,因为他的心仍然在课堂上和他的学生们在一起。

句中 he would still be working 是虚拟语气,表示一种推测。(虚拟语气的用法以后再讲。)

8. It was one of my father's own copybook exercises! 这是我父亲的一次习字练习!

own 用在物主代词或名词所有格后面,以加强语气。

如:

I saw it with my own eyes. 我是亲眼看见的。

They took him as one of their own. 他们把他当作自己人。

9. On the way home my father told me of an incident that took place on his first day at school in Mr. Crossett's class. 在回家的途中,父亲给我讲述了他第一天上学时在克罗塞特先生的课上发生的一件事。
10. ... here we are all part of one big family. ……在这里我们都是大家庭中的一员。
11. At this moment the bell rang announcing the end of class. 这时下课铃响了。

EXERCISES

I. Answer the following questions:

1. Why did the boy's father suddenly let out a cry of surprise while he was looking through the evening paper?
 - 1) What had he thought about Mr. Crossett before he read the news?
 - 2) How old was his teacher then?
2. How many years of teaching had Mr. Crossett completed?
3. Why did the Department of Education give him a medal?
4. Tell when and how the boy's father and his teacher met again.
 - 1) Where did the father and the son drive over to the next day?
 - 2) Did they have any trouble in finding the teacher's house? Why not?
 - 3) Did the father recognize his teacher at once? Did the teacher recognize the boy's father immediately?
 - 4) What did Mr. Crossett say then?
5. What did the boy's father and his teacher talk about?

- 1) When did Mr. Crossett give up his teaching?
Why?
- 2) Was he glad or sorry to give it up?
- 3) Did Mr. Crossett love his teaching? How do you know?
6. Say something about the package Mr. Crossett kept.
 - 1) What did Mr. Crossett bring out after a moment?
 - 2) What was it marked with?
 - 3) What did Mr. Crossett draw out of the package?
 - 4) What was the paper marked with?
 - 5) What paper was it?
 - 6) Why did Mr. Crossett keep the paper?
7. Tell about the incident that took place on Albert Borden's first day at school in Mr. Crossett's class.
 - 1) What did Mr. Crossett notice during the course of the lesson? What did he do then?
 - 2) What did one of the other students do while Mr. Crossett's back was turned?
 - 3) Did Mr. Crossett get angry? What did he say to the student?
 - 4) Did Mr. Crossett stop the lesson?

- 5) What did he say before the end of class?
- 6) What did the boy who had made faces say to Mr. Crossett after class?
- 7) What did Mr. Crossett do and say?

II. For each word or phrase in Column B find a word or phrase of similar meaning in Column A:

A	B
1. portrait	— stop doing something
2. permit	— let the head or eyes move down
3. murmur	— say or tell
4. constantly	— ill
5. sick	— continuously
6. announce	— say in a low voice
7. droop	— allow
8. give up	— photograph or painting of a person

III. Fill in each blank with the right word, then choose the correct order of the following sentences to form a passage according to the text:

1. He loved his work very much and still kept a record of all his old ____.
2. Although he was over ____, he still wished he could be working.
3. Mr. Crossett had been a ____ for sixty years.