

 Classical English Reading and Appreciation

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Book Two

英语经典阅读与欣赏

第二册

总主编 刘世平 王春阁  
主 编 张红梅 朱雪梅



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| 总主编 | 刘世平 | 王春阁 |
| 主 编 | 张红梅 | 朱雪梅 |
| 副主编 | 刘 楠 | 周婧丹 |
| 参 编 | 余 娟 | 崔 慧 |
|     | 曾薇薇 |     |



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# 序 言

《英语经典阅读与欣赏》共分四册，每篇文章均源自英语经典原文语篇。融阅读与欣赏于一体，是本套教程的特色之一。学习者在阅读原文语篇的同时，还可以欣赏到原汁原味的经典英语。传统的阅读教程的主要目的是使学习者通过对阅读材料的理解，掌握一定的语法知识和词汇量，以及拓宽学习者的知识面。一般而言，阅读理解可分为表层意思的理解、深层意思的理解以及欣赏性理解。表层意思的阅读理解涉及语篇中的语音、词法、句法、篇章结构等，深层意思的阅读理解涵盖社会文化知识和文化背景知识，欣赏性阅读理解既涉及对语言形式的理解，也涉及对思想内容的理解。对语言形式的欣赏可以从语音、词汇、句式、语篇结构等不同层面进行。在欣赏语言形式美的同时，阅读过程中理解与欣赏的主要对象应该是内容。

本教程的语篇选材既考虑到语篇的语言形式，又注意到语篇的思想内容，因此，从语篇的体裁到语篇的题材都是为学习者达到阅读、理解、欣赏的目的而“量身定做”的。本着“使用者友好”(user-friendly)的原则，每册书十个单元，供授课教师一学期完成。每个单元由“课堂阅读”和“课后阅读”两部分组成，以方便教师课堂授课和学习者课外阅读。每篇文章后均附有“注释”，帮助学习者解难答疑。“注释”的内容主要包括文章或作者背景简介、新词语或流行词语解读、疑难句式详解等。

第一册的语篇题材涉及语言学习、旅游天地、网络世界、校园生活、名人轶事、科普故事、家庭生活等，语篇体裁主要为记叙文和描述文。

第二册的语篇题材涉及初涉人世、诚实守信、社区故事、就业指导、成功秘诀等，语篇体裁主要为记叙文和描述文。

第三册的语篇题材涉及社会生活、文学经典、兴趣与爱好、战争与和平、新科技等，语篇体裁主要为说明文和议论文。

第四册的语篇题材涉及自然探索、信息资讯、社会文化、道德修养、性格与就业、憧憬未来等，语篇体裁主要为说明文和议论文。

本教程所收语篇从形式到内容均依据循序渐进的原则，第一册至第四册所收语篇分别为 500 词、600 词、700 词、800 词左右。随着词语数量的增加，语篇从句式结构到内容的难度也相应增加，使整套教程达到由浅入深的目的。

本教程的另一特色是每单元后附有形式多样的配套练习，以帮助学生达到阅读、理解、欣赏的目的，除了常见的词语解释、短语搭配之外，还配有激发学习者思维的“词汇练习”和“阅读理解”题，并配有练习答案，供教师授课和学习者自学时参考。

本教程可供英语专业和非英语专业本科生以及同等程度的英语学习者使用。

编 者

2012 年 7 月

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Unit One

## Compliments

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### *In-Class Reading*

### All the Good Things

1 He was in the first third grade class I taught at Saint Mary's School in Morris. All 34 of my students were dear to me, but Mark Eklund was **one in a million**. Very neat in appearance, he had that **happy-to-be-alive** attitude that made even his occasional **mischievousness** delightful.

2 Mark often talked **continuously**. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving. "Thank you for correcting me, Sister." ①

3 One Friday, I asked the students to list the names of the other students in the room on two sheets of paper. Then I told them to think of the nicest thing they could say about each of their classmates and write it down. It took the **remainder** of the class period to finish the assignment, and as the students left the room, each one handed me the paper.

4 That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual. On Monday I gave each student his or her list. Before long, the entire class was smiling. "Really"? I heard the whispers. "I never knew that meant anything to anyone"! "I didn't know others liked me so much"! Then Mark said, "Thank you for teaching

me, Sister. ”

5 Soon I was asked to teach junior-high math. The years **flew by**, and before I knew it Mark was in my classroom again. He was more handsome and more polite than ever. Maybe since he had to listen carefully to my instruction in the “new math<sup>②</sup>,” he did not talk as much in the ninth grade as he had in the third.

6 That group of students moved on.

7 Several years later, after I returned from vacation, my parents met me at the airport. Mother gave Dad a **side-ways** glance and simply said, “Dad”? My father cleared his throat as he usually did before saying something important. “The Eklunds called last night.” he began. “Really”? I said. “I haven’t heard from them in years. I wonder how Mark is.” Dad responded quietly. “Mark was killed in Vietnam<sup>③</sup>.” He said, “The funeral is tomorrow, and his parents would like it if you could attend.”

8 After the funeral, Mark’s mother and father found me. “We want to show you something.” His father said. “They found this on Mark when he was killed. We thought you might recognize it.” Opening a **billfold**, he carefully removed two worn and **frazzled** pieces of notebook paper that had obviously been folded and refolded many times. I knew without looking that the pieces of paper were the ones on which I had listed all the good things that Mark’s classmates had said about him. <sup>④</sup>“Thank you so much for doing that.” Mark’s mother said. “As you can see, Mark behaved better and better at school. It’s all because of you and your list.”

9 Mark’s classmates started to gather around us. Charlie smiled rather **sheepishly** and said, “I still have my list. It’s in the top drawer of my desk at home.” “I have mine too.” Marilyn said. “It’s in my diary.” Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn list to the group. “I carry this with me at all times.” Vicki said without **batting an eyelash**, “I think we all saved our lists.”

10 That’s when I finally sat down and cried.

11 Sometimes the smallest things could mean the most to others. The density of people in society is so thick that we forget life will end one day and we don’t know when that one day will be. <sup>⑤</sup> Compliment the people you love and care about, before it is too late.

(639 words)

### Notes:

① What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving. “Thank you for correcting me, Sister.” (Paragraph 2) 本句是一个复合句，主句是 What impressed me ... was his sincere response, what 引导的是主语从句，every time 引导的是时间状语从句，though 在这里表示转折。参考译文：不过，令我印象深刻的是，每当我不得已指出他的过错的时候，他都非常诚恳地对我说：“谢谢你指出我的问题，修女！”

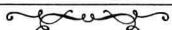
② new math (Paragraph 5): 美国的一种数学教育法。这种方法只注重让学生了解数学观念和结构，而不重视实际运算。

③ The Vietnam War (Paragraph 7): 越南战争(1961—1973 年)，简称越战，为越南共和国(南越)和美国对抗共产主义越南民主共和国(北越)及“越南南方民族解放阵线(又称越共)”的一场战争。越南战争是第二次世界大战后美国参战人数最多、影响最深远的战争。

④ I knew without looking that the pieces of paper were the ones on which I had listed all the good things that Mark's classmates had said about him. (Paragraph 8) 本句是一个复合句，that (第一个 that) 引导的是宾语从句，从句部分含有一个 on which 引导的定语从句，用来修饰 the ones，而这个定语从句中又含有一个 that 引导的定语从句，用来修饰 good things。参考译文：不用看我也知道，这就是当初那两张纸，我当时把马克的同学们对他的表扬都写在上面了。

⑤ The density of people in society is so thick that we forget life will end one day and we don't know when that one day will be. (Paragraph 11) 本句为 so ... that 引导的结果状语从句，意思为“如此/这么……以至于……”，常引导结果状语从句。参考译文：在这个社会上，在熙熙攘攘的人群中，我们哪里还会记得某天人生终会走到尽头，更不知道那一天何时到来。

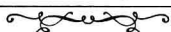
### New Words



1. happy-to-be-alive ['hæpi,tə,bɪə'laɪv] *a.* 乐观的
2. mischievousness ['mɪstʃɪvəsniːs] *n.* 恶作剧
3. continuously [kən'tɪnjuəsli] *ad.* 不断地，连续地

4. remainder [ri'meində] *n.* 剩余物, 其余的人
5. side-ways ['saidweiz] *a.* (斜)向一边(或一侧)的; 向旁边的
6. billfold ['bilfəuld] *n.* 钱夹
7. frazzled ['fræzld] *a.* 穿破了的
8. sheepishly ['ʃi:pɪfli] *ad.* 窘迫地, 不好意思地
9. bat [bæt] *vt. & vi.* 眨眼睛; 用……击球
10. eyelash ['aɪlæʃ] *n.* 睫毛

### Phrases & Expressions



1. one in a million 百里挑一
2. fly by 时光飞逝

### Exercises



#### ☞ Comprehension Exercises: Yes / No / Not Given

**Directions:** Judge whether or not the following statements agree with the information given in the passages, and mark **Y** for Yes, **N** for No, or **NG** if the information is Not Given in the passage.

1. (     ) Mark was used to being corrected his misbehaving by the Sister.
2. (     ) When I taught Mark again, he talked less in the ninth grade than he did in the third.
3. (     ) During the Vietnam War, Mark folded and refolded the pieces of those good things many times.
4. (     ) All the students abandoned the pieces of compliments except Mark.
5. (     ) We should praise the people we love and care about before it is too late.

#### ☞ Vocabulary Exercises

**Directions:** Complete each of the following sentences with the most appropriate word or phrase from the box. Change the form if necessary.

compliment

fold

assignment

density

permission

delight

mean

individual

glance

whisper

1. He is the best man who can finish the \_\_\_\_\_.
2. She gave a shy smile when he paid her a(n) \_\_\_\_\_.
3. He \_\_\_\_\_ business; he really will shoot us if we try to escape.
4. He \_\_\_\_\_ the audience with his performance.
5. He gave her an admiring \_\_\_\_\_.
6. She said it in a(n) \_\_\_\_\_, so I didn't hear.
7. You were wrong to take the car without \_\_\_\_\_.
8. He \_\_\_\_\_ the map carefully before he set out.
9. A teacher can't give \_\_\_\_\_ attention to each student if his class is large.
10. The \_\_\_\_\_ of population in this city is very high.

## *After-Class Reading*

### Passage I

## A Change Within the Heart of One Boy

1 Steve, a twelve-year-old boy with **alcoholic** parents, was about to be lost forever, by the U. S. education system. Remarkably, he could read, yet, in spite of his reading skills, Steve was failing. He had been failing since first grade, as he was **passed on** from grade to grade. Steve was a big boy, looking more like a teenager than a twelve year old, yet, Steve went unnoticed ... until Miss White.

2 Miss White was a smiling, young beautiful girl! For the first time in his young life, he couldn't take his eyes off his teacher; yet, still he failed. He never did his homework, and he was always in trouble with Miss White.

3 In the middle of the first semester of school, the entire seventh grade was tested for basic skills. Steve hurried through his tests, and continued to dream of other things, as the day wore on. His heart was not in school, but in the woods, where he often escaped alone, trying to shut out the sights, sounds and smells of his **alcoholic** home. ①

4 One day, Miss White's voice broke into his daydreams.

5 "Steve"! **Startled**, he turned to look at her.

6 Steve locked his **gaze** on Miss White, as she began to go over the test results for the seventh grade.

7 "You all did pretty well," she told the class, "except for one boy, and it breaks my heart to tell you this, but ... " She hesitated, her eyes searching Steve's face.

8 "... The smartest boy in the seventh grade is failing my class"!

9 "You're smart enough! Don't give up on your life! Steve, please! I care about you"!

10 Wow! Suddenly, Steve got it! Someone cared about him? Someone, totally **unattainable** and perfect, CARED ABOUT HIM?!

11 Steve went home from school, **thoughtful**, that afternoon. Walking into the house, he took one look around. Both parents were **passed out**, in various stages of undress! He, quickly, gathered up his camping **gear**, a jar of peanut butter, a loaf

of bread, a bottle of water, and this time ... his schoolbooks.

12 The following Monday he arrived at school on time, and he waited for Miss White to enter the classroom. She walked in, all **sparkle** and smiles!

13 Miss White, immediately, gave a quiz on the weekend homework. Steve hurried through the test, and was the first to hand in his paper. With a look of surprise, Miss White took his paper. Obviously puzzled, she began to look it over. Steve walked back to his desk, his heart pounding within his chest.

14 Miss White's face was in total shock! She **glanced** up at Steve, down, and up.

15 Suddenly, her face broke into a **radiant** smile. The smartest boy in the seventh grade had just passed his first test!

16 From that moment nothing was the same for Steve. Life at home remained the same, but life still changed. He discovered that not only could he learn, but he was good at it!

17 He discovered that he could understand and **retain** knowledge, and that he could translate the things he learned into his own life. Steve began to **excel**! And he continued this course throughout his school life.

18 After high-school Steve **enlisted** in the Navy, and he had a successful military career. During that time, he met the love of his life, he raised a family, and he graduated from college Magna Cum Laude<sup>②</sup>. During his Naval career, he inspired many young people, who without him, might not have believed in themselves.<sup>③</sup> Steve began a second career after the Navy, and he continues to inspire others, as an adjunct professor (兼职教授) in a nearby college. Miss White left a great **legacy**. She saved one boy who has changed many lives.

19 You see, it's simple, really. A change took place within the heart of one boy, all because of one teacher, who cared.

(635 words)

### 📖 Notes:

① His heart was not in school, but in the woods, where he often escaped alone, trying to shut out the sights, sounds and smells of his alcoholic home. (Paragraph 3) 本句是一个复合句。not ... but 意为“不是……而是……”，where 引导了一个非限制性定语从句，修饰先行词 woods。这里 where 是关系副词，不能省略，它作定语从句的状语。trying to ... 是现在分词短语，作伴随状语表目的。参考译文：他的心并不在学校里，而是在他经常独自

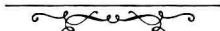


躲藏的树林里，在那里，他试图摆脱酒鬼之家的声响和气味。

② *Magna Cum Laude* (Paragraph 18): 获优异成绩，获得很高的荣誉。用来表述很高的学术成就。

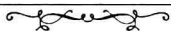
③ During his Naval career, he inspired many young people, who without him, might not have believed in themselves. (Paragraph 18) 本句是一个复合句，who 引导的是一个非限制性定语从句，用来修饰 young people。从句中 might not have done 为虚拟语气，表示与过去事实相反。参考译文：在他的海军生涯中，他激励了很多年轻人。如果没有他，这些人可能无法认识到自己的价值。

### New Words



1. alcoholic [ˌælkəˈhɒlik] *a.* 酗酒的
2. startle [ˈstɑːtl] *vt.* (使)吃惊，惊愕
3. gaze [geɪz] *n. & v.* 凝视
4. unattainable [ˌʌnəˈteɪnəbl] *a.* 难达到的，难得到的
5. thoughtful [ˈθɔːtfl] *a.* 深思的，体贴的
6. gear [ɡiə] *n.* 齿轮，装置
7. sparkle [ˈspɑːkl] *n.* 闪耀，火花
8. glance [ɡlɑːns] *vi. & vt.* 扫视，匆匆一看；将球击偏，闪烁
9. radiant [ˈreɪdjənt] *a.* 发光的，明亮的
10. retain [riˈteɪn] *vt.* 保持，保留，记住，聘请
11. excel [ɪkˈsel] *vi. & vt.* 优于，超过 (excel oneself 胜过以往)
12. enlist [ɪnˈlɪst] *vi. & vt.* 征募，使入伍；筹款，获得支持
13. legacy [ˈlegəsi] *n.* 遗产，留给后人的东西

### Phrases & Expressions



1. pass on 通过
2. pass out 喝醉

## Exercises

### ☞ Comprehension Exercises: Understanding the Text

**Directions:** Read the text carefully and give an appropriate answer to each of the following questions.

1. Why did Steve hurry through his test for basic skills?
2. How did Steve feel when he heard that Miss White cared about him?
3. What did Steve do after he went home from school?
4. What was the result when Steve hurried through the quiz on weekend homework?
5. Why did the author believe that Miss White left a great legacy?

### ☞ Vocabulary Exercises

**Directions:** Complete each of the following sentences with the most appropriate word or phrase from the box. Change the form if necessary.

|         |       |             |           |            |
|---------|-------|-------------|-----------|------------|
| startle | gaze  | thoughtful  | alcoholic | hesitate   |
| wear on | raise | in spite of | inspire   | break into |

1. His best music was \_\_\_\_\_ by the memory of his mother.
2. She \_\_\_\_\_ to hurt the child's feelings.
3. She turned her head away, feeling too ashamed to meet his \_\_\_\_\_.
4. He was \_\_\_\_\_ by the news.
5. The meeting \_\_\_\_\_ all afternoon.
6. It's difficult \_\_\_\_\_ a family on a small income.
7. It was \_\_\_\_\_ of you to warn me of your arrival.
8. As the President's car arrived, the crowd \_\_\_\_\_ loud applause.
9. He'd better watch himself or he'll be going the way of his father and ending up a(n) \_\_\_\_\_.
10. \_\_\_\_\_ the bad weather, we went fishing.