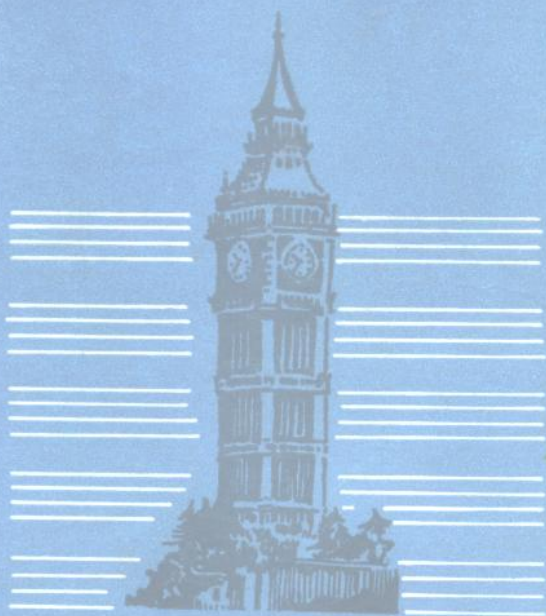


# 英语自学课本

第二册

吴景荣主编



商务印书馆

# 英语自学课本

## 第二册

主编 吴景荣

编者 马德麟 刘丽媛 江泽均  
吴鹤年 梅 平 黄尔亮



商务印书馆

1985年·北京

## 内 容 提 要

本书供已有一定英语基础的成年人使用，可以自学，也可以作为教科书。凡学过第一册（内容主要是整理语法），或虽然没有学过第一册而具有一定语法基础的，都可以学习第二册。本册的重点是培养和锻炼读者的阅读能力，选文从易到难，文字规范，题材多样。书中一方面通过注释、说明等以巩固和加深语法知识，另一方面则根据中国学生的特点，突出词汇用法及辨义，并备有大量实用性的练习。为帮助读者学习，本册配备有全部课文的录音带。

本书由黄尔亮同志任词汇编辑。杨忱旦同志是本书的责任编辑。

YĪNGYŪ ZÌXUÉ KÈBĒN

英 语 自 学 课 本

第 二 册

吴景荣主编

---

商 务 印 书 馆 出 版

（北京王府井大街36号）

新华书店北京发行所发行

北京第二新华印刷厂印刷

统一书号：9017·1460

---

1985年11月第1版

开本 850×1168 1/32

1985年11月北京第1次印刷

字数 251 千

印数 12,500 册

印张 8 5/8

60克纸本定价：1.60 元

## CONTENTS

Lesson One	From Slave to Teacher (1) .....	1
	(Grammar Revision: The Past Tenses)	
Lesson Two	From Slave to Teacher (2).....	18
	(Grammar Revision: The Passive Voice of the Simple Past)	
Lesson Three	Better Known as Mark Twain (1).....	30
	(Grammar Revision: The Gerund)	
Lesson Four	Better Known as Mark Twain (2).....	42
	(Grammar Revision: The Past Perfect)	
Lesson Five	The Human Body .....	52
	(Grammar Revision: The Verbal Noun)	
Lesson Six	Swim Your Way to Fun and Health .....	62
	(Grammar Revision: The Complex Sentence)	
Lesson Seven	Space and Man.....	72
	(Grammar Revision: The Present Perfect; The Past Indefinite; The Present Perfect Continuous)	
Lesson Eight	Forty Years in China — and More.....	87
	(Grammar Revision: I.Modals II. The Present Participles as adverbials)	
Lesson Nine	Mysteries of Migration.....	103
	(Grammar Revision: Adverbial Clauses — since, just as, so that)	
Lesson Ten	Happy New Millennium (I).....	115
	(Grammar Revision: The Present Continuous — to denote future)	
Lesson Eleven	Happy New Millennium (2) .....	128
	(Grammar Revision: Coordination and Subordination)	
Lesson Twelve	On Discipline .....	143
	(Grammar Revision: Interrogative Adverbs; Relative Adverbs; Conjunctions)	
Lesson Thirteen	Shakespeare .....	164
	(Grammar Revision: The Article)	

## CONTENTS

Lesson Fourteen	The Daily Newspapers.....	180
	(Grammar Revision: The Present Indefinite Tense)	
Lesson Fifteen	Public Libraries.....	194
	(Grammar Revision: I. Restrictive Clauses; Non-Restrictive Clauses II. The Gerund or the Present Participle as an Attribute)	
Lesson Sixteen	Two Letters (1).....	210
	(Grammar Revision: The Subjunctive Mood — I)	
Lesson Seventeen	Two Letters (2) .....	226
	(Grammar Revision: I. The Subjunctive Mood — II; II. The Present Perfect Continuous Tense)	
Lesson Eighteen	English (as a native, second, and foreign language) .....	244
	(Grammar Revision: The Passive Voice)	
Vocabulary List	.....	261

# Lesson One

## TEXT

### **From Slave to Teacher (Part One)**

This famous educator started his life as a slave. "Booker" was his only name. He was not even sure of the exact place or date of his birth. This man later became the undisputed leader of all the Negroes in the United States. He was responsible for the success of the largest Negro school in the country. He wrote many important and successful books. He received an honorary degree from Harvard University. He was a friend and adviser of two presidents and hundreds of business, religious, and educational leaders.

Booker was apparently born near a small post office at Hale's Ford in Franklin, Virginia in 1858 or 1859. He lived in a little log cabin about fourteen by sixteen feet square. The cabin had no glass windows. There were only openings in the walls. There was no floor. Booker and his brother and sister slept on dirty rags on the ground. He knew almost nothing about his ancestry. He later heard reports that his father was a white man at a nearby plantation, but he never found out the man's name. His mother was a cook at a plantation. She had little time to train her children. Every slave was expected to work long hours. Even as a small child, Booker had no time to play.

The Civil War started in 1861. It lasted for four long years. Those were difficult times for everyone but especially for slaves. During that time, Booker was growing up.

One day in 1873, Booker heard about a school for Negroes. Some miners were talking about Hampton Institute. "The students are allowed to pay for their room and board by working,"

## *LESSON ONE*

one of the men told the other. "It's the best Negro school in the country." Booker did not forget this conversation. Shortly after that, he heard that the wife of the mine owner, Mrs. Ruffner, needed a servant. Booker was ambitious, and he wanted to earn more money. He applied for the job and got it. Mrs. Ruffner was very strict, and the work was hard. Booker learned to be neat and clean. Mrs. Ruffner also encouraged him to study. All this time, Booker carefully saved part of his pay each week. Finally, he thought he had enough money. He gave up his job and set out for Hampton Institute.

The school was 500 miles away, and he had enough money to ride only a short distance. Therefore, he walked most of the way. He often slept beside the road or under porches. Many times, he had little or nothing to eat. When he arrived at the school, he was tired, dirty, and hungry.

Naturally, Booker was in no condition to make an impressive appearance at the school the next day. He was not accepted as a student immediately. After an interview, the assistant principal, Miss Mackie, was still doubtful about Booker. Finally, she gave Booker a broom and told him to sweep the room. Booker could clearly see that this was his entrance examination. He later wrote, "I knew I could sweep because Mrs. Ruffner had taught me that art well." He swept the room three times and then dusted it four times. He even dusted each book on the shelves. The teacher looked over the room carefully. She even looked at the closet shelves. Finally, she said to Booker, "I think you will be a good student." He became a student and a janitor the next day.

He got his room, board, and tuition at the school, but he had no money. He borrowed books from his classmates. Part of the time he had only one pair of socks. His clothes always got dirty quickly because of his work, and this was a constant problem for him. But Booker learned to take a bath every day.

He also learned to use a toothbrush for the first time at Hampton Institute.

In spite of his hardships at Hampton Institute, Booker was happy. He spent three busy years there. He received high marks in his classes. He enjoyed debating, and he never missed one meeting of the Debating Society during those three years. He also organized a speaker's club. Later in his life, this training helped Booker very much.

After his graduation with honors in 1875, Booker returned to Malden, his hometown. He became a teacher in the public school. In addition to his regular work there, he organized a night school and taught at a Sunday school. Not long after that, the principal of Hampton Institute invited him to come back to the school as a teacher. He was given an unusual job at Hampton. He was put in charge of a group of Indian boys. Booker was very successful in his work with these boys. He also took part in several other experiments in education at the school. In all, he stayed at Hampton for two years. During that time, he realized that his future was in the field of education. He worked eagerly and prepared for the future. This was his training period for the difficult work that was still ahead.

### Words and Phrases

educator ['edju(:)keɪtə] *n.* 教育家  
undisputed [ʌndɪs'pjʊtɪd] *a.* 无  
可争辩的

Negro ['ni:grəʊ] (复 Negroes) *n.*  
黑人

responsible [rɪs'pɒnsəbl] *a.* 有责任  
的;认真负责的

honorary ['ɒnərəri] *a.* 荣誉的

degree [di'ɡri:] *n.* 学位;度;程度

adviser [əd'vaɪzə] *n.* 顾问

president ['prezɪdənt] *n.* 总统

religious [rɪ'lɪdʒəs] *a.* 宗教的

educational [ˌedju(:)'keɪʃənəl] *a.* 教  
育的

apparently [ə'pærəntli] *ad.* 明显地

log [lɒɡ] *n.* 原木;圆木

cabin ['kæbɪn] *n.* (简陋的)小屋;  
小木屋

opening ['əʊpnɪŋ] *n.* 开口处

rag [ræg] *n.* 破布片



## LESSON ONE

plantation [plæn'teɪʃən] *n.* 种植园  
 train [treɪn] *v.* 训练, 培训  
 civil ['sɪvl] *a.* 国内的  
 last [lɑːst] *v.* 延续  
 board [bɔːd] *n.* 伙食费  
 owner ['əʊnə] *n.* 所有者; 物主  
     mine ~ 矿主  
 servant ['sɜːvənt] *n.* 仆人  
 ambitious [æm'bɪʃəs] *a.* 有雄心的; 野心勃勃的  
 strict [strikt] *a.* 严格的  
 finally ['faɪnəli] *ad.* 最后; 最终  
 ride [raɪd] *v.* 乘(车等); 骑(马等)  
 porch [pɔːtʃ] *n.* (上有顶棚的) 门廊  
 naturally ['nætʃrəli] *ad.* 自然地; 当然  
 impressive [ɪm'presɪv] *a.* 给人深刻印象的; 引人注目的  
 interview ['ɪntervjuː] *n.* 面试; 会见  
 assistant [ə'sɪstənt] *a.* 辅助的; 助理的 *n.* 助手  
 principal ['prɪnsəpəl] *n.* 校长; 负责人  
     assistant ~ (校长) 助理  
 broom [bruːm] *n.* 扫帚  
 sweep [swiːp] *v.* 扫地

art [ɑːt] *n.* 艺术; 技艺  
 dust [dʌst] *v.* 去掉灰尘  
 shelf [ʃelf] (复 shelves [ʃelvz]) *n.* 书架  
 closet ['kləʊzɪt] *n.* 壁橱  
 janitor ['dʒænɪtə] *n.* 看门的工人; 工友  
 tuition [tju(:)'ɪʃən] *n.* 学习; 学费  
 constant ['kɒnstənt] *a.* 经常的  
 toothbrush ['tuːθbrʌʃ] *n.* 牙刷  
 hardship ['hɑːdʃɪp] *n.* 苦; 苦难  
 debate [dɪ'beɪt] *v.*; *n.* 辩论  
 society [sə'saɪəti] *n.* 团体; 会社  
 miss [mɪs] *v.* 错过  
 addition [ə'dɪʃən] *n.* 加; 增加  
 regular ['regjʊlə] *a.* 经常的; 定期的  
 unusual [ʌn'juːʒuəl] *a.* 不寻常的  
 charge [tʃɑːdʒ] *n.* 负责; 主管; 掌管  
 eagerly ['ɪ:gəli] *a.* 渴望地; 热切地  
 ahead [ə'hed] *ad.*; *a.* 在前; 向前  
 make an appearance 露面  
 look over 察看; 检查  
 because of 由于; 因为  
 in spite of 尽管; 不顾  
 in addition to 除...之外  
 in charge (of) 负责; 主管; 掌管

## Proper Names

Booker T. Washington ['bʊkə  
 'wɒʃɪŋtən] 布克·T·华盛顿(1856  
 —1915, 美国黑人教育家)  
 Harvard ['hɑːrvəd] University 哈佛  
 大学[美国]

Hale's Ford [heɪlz fɔːd] 黑尔斯福特[美国地名]  
 Franklin ['fræŋkln] 弗兰克林[美国地名]  
 Virginia [və(ɹ)'dʒɪnjə] 弗吉尼亚[美

国州名]	Ruffner ['rʌfnə] 鲁夫纳(人名)
Hampton ['hæmpən] Institute 汉 普敦学院[美国]	Malden ['mɔ:ldən] 马尔登[美国地 名]

## Notes and Commentary

1. This famous educator *started* his life as a slave.

- a) start 与 begin 作“开始”解时用法相似; 但 start 可以作“发动”、“创办”解, begin 则无此义。例如:

He did not know how to *start* the machine.

他不知道怎样开动这部机器。

start 作为名词拼法不变, 而 begin 的名词形式是 beginning; 两者搭配上也常常不同, 如说 from start to finish, 但说 from beginning to end.

- b) as a slave: 作为一个奴隶。as 此处表示身份。另如:

He acted *as* a tourist guide. 他担任导游。

*As* a college student, he knows he must work hard. 作为大学生, 他知道必须努力学习。

## 2. “Booker” was his only name.

本文主人公全名是 Booker ['bukə] T. Washington ['wɒʃɪŋtən] 布克·T·华盛顿, (1856-1915), 美国黑人教育家。西方人先提名, 后提姓; 而我们则先提姓, 后提名。译成外文时用汉语拼音, 例如: Zhou Wenli 周文理, Wenli 无连字符。

## 3. date of birth: 出生年月, 与 birthday (生日)不同。

4. ... became the *undisputed* leader of all the *Negroes* in the United States.

- a) become 这里是连系动词, 后面跟补语(名词或形容词)。例如:

He became a doctor. 他成为一个医生。

He became famous. 他成名了。

- b) Negroes: 黑人。有时略带贬义, 近常用 the black people; 美国黑

## LESSON ONE

人也可用 Afro-Americans. “black writer” 听起来比 “Negro writer” 要客气些, 且没有歧视之嫌。

5. about fourteen *by* sixteen feet square: 约 14 英尺宽, 16 英尺长

a) *by* 这里用于面积的衡量。

b) foot (英尺) 为英制, 折合公制 = 30.48 厘米。

6. He *knew* almost *nothing* about his ancestry.

know nothing about 是常见的短语搭配, 例如:

I *know nothing* about him. 我对他毫无所知。

当然, *nothing* 也可以用 *something*, *little*, *very little* 来代替, 但含义不同。例如:

I *know something* about it. 我对此事略有所闻。

I *know very little* about the subject. 我对这个课题所知甚少。

7. He later heard reports *that* his father was a white man at a nearby plantation, but he never found out the man's name.

*that* 这里引出的名词分句是 *reports* 的同位语。试比较下列句子:

I heard the news yesterday *that* he had arrived.

I heard yesterday (*that*) he had arrived.

前一句中由 *that* 引导的是同位语, *that* 不可省略; 后一句中由 *that* 引导的是宾语从句, *that* 可以省略。

8. She had *little* time to train her children.

*little* 在这里的意思是“几乎没有”, 差不多等于 *no*; *a little* 的意思是“还有一些”。例如:

There is *a little* wine in the bottle. 瓶里还有点酒。

9. Every slave was *expected* to work long hours.

a) 这是被动语态的句子, 其主动语态应为: The slaveowner *expected* every slave *to* work long hours. 奴隶主要每个奴隶都劳动很长时间。

b) *expect* somebody to do something 意思是“指望某人做某事”或“认

为某人有责任做某事”，例如：

I *expected* them to do well at the examination. 我指望他们这次考试考好。

You are *expected* to finish your work in time. 你(们)要及时完成你(们)的工作。

10. the Civil War:

civil war 原意是“内战”，此处大写，特指美国南北战争(1861—1865)。

11. difficult *times*: 艰难的岁月

time 表示“时代”、“岁月”时常用复数，如：ancient *times* 古代。

12. The students are allowed to pay for their room and *board* by working.

a) board 伙食；boarding school 寄宿学校；boarding house 公寓（私人出租，往往提供伙食）；房客则称为 paying guest 或 boarder

b) by working 通过劳动(干活)，by 这里表示方式或手段。

13. All this time, Booker carefully saved *part of* his pay each week.

a part of 中的“a”常可省略，例如：

This seems to be *part of* the solution to the problem. 这似乎是该问题的部分解答。

14. He had *enough* money to ride only a short distance.

enough 作形容词用时，既可以放在所修饰的名词前面，也可以放在它的后面。例如：

We still have *enough* time (or time *enough*) to get it ready. 我们还有足够的时间把它准备好。

但 enough 作副词用时，则必须放在所修饰词的后面。例如：

The water is warm *enough*. 水够热了。

He was foolish *enough* to do such things. 他干这些事真够傻的。

## LESSON ONE

15. Booker could *see* that this was his entrance examination.

*see* 在这里不作“看见”解,而作“懂得”、“明白”解。

16. *In spite of* his hardships ...:

“*in spite of ...*” 是介词短语,后面必须跟名词。例如:

The flight was pleasant and smooth *in spite of* (= despite) bad weather. 这次飞行平稳而又舒适,虽然气候条件不好。

*In spite of* his poor health, (= Although he was in poor health,) he continued to work hard. 他尽管健康不好,还在努力工作。

17. public school: 文中指美国的公立中学(小学),在英国则指名牌的私立中学。

18. Sunday school: 主日学校,即教会在星期日向孩子们进行宗教教育的学校。

19. The principal of Hampton Institute invited him *to come back to* the school as a teacher.

不定式短语 *to come back* 在这里说明宾语 him 要做什么,语法上称作宾语补语,即与 him 一起构成复合宾语。又如:

Mrs. Ruffner also encouraged him *to study*.

She told him *to sweep the room*.

The slave owner expected every slave *to work long hours*.

20. He was given an unusual job.

这是个被动语态的句子。he 是动词 give 的承受者,在主动语态的句子里本是间接宾语,现在成了句子的主语,而 an unusual job 仍留在动词后面,称作保留宾语(retained object)。比较下列句子:

They did not tell him the whole truth.

He was not told the whole truth.

## GRAMMAR

本课为叙述文,讲的是往日的事,因此动词使用了各种过去时态:

1. 本课的基本时态是一般过去时,这是叙述文体的基本时态。过去的事情按情节出现的先后顺序叙述,用一般过去时即可交代清楚。例如:

He *knew* nothing about his ancestry.

He later *heard* reports that his father *was* a white man at a nearby plantation, but he never *found* out the man's name.

2. 如果后发生的事先说,前者只作为背景来提,则可能出现过去完成时(即过去的过去)。倒叙文章里往往出现这种情况,例如:

I *knew* I could sweep because Mrs. Ruffner *had taught* me that art well.

这里 *knew* 是 *know* 的过去时; Mrs. Ruffner 教他扫地则是“过去的过去”,所以用过去完成时。比较:

I realized (that) I *was* wrong.

I realized (that) I *had made* a mistake.

3. 如果指过去某一段时间或某一时刻正在进行的动作,那就用动词的过去进行时。例如:

The Civil War started in 1861. It lasted for four years. ... During that time, Booker *was growing up*.

动词过去进行时有时可用来为某一过去的动作提供背景,例如:

One day in 1873, Booker *heard* about a school for Negroes. Some miners *were talking* about Hampton Institute.

## USE OF WORDS

1. *receive* 与 *accept*:

*receive* 可以理解为“收到”、“获得”、“受到”,例如:

I *received* a letter from him yesterday. 我昨天收到他一封信。

He *received* an honorary degree from Harvard University. 他

## LESSON ONE

从哈佛大学获得名誉学位。

He *received* a warm welcome when he arrived. 他到达时受到热烈的欢迎。

accept 则是“拒绝”的反面,例如:

He *received* an invitation to dinner, but he did not *accept* it.

他收到一份参加晚宴的邀请,但是他没有接受。

因为“收到”(receive) 一份邀请,并不意味着“接受”(accept) 这份邀请。

### 2. little 与 a little: (参见注释 8)

little 与 a little 都指不可数的东西,可数的东西要用 few 或 a few. 例如:

There are *few* people in the street. 街上几乎没有什么人了。

There were only *a few* people in the street. 街上只剩下几个人了。

### 3. find 与 find out:

find 表示“找到”(偶然发现,事先不一定有把握), find out 表示“查明”(往往经过调查、翻阅资料、了解情况等)。例如:

I *have found* my dictionary. 我已经找到那部词典了。

I *found* him in the library. 我在图书馆里找到他。

He never *found out* the man's name. 他根本无法查明那个人的姓名。

We can't *find out* why this book is missing from the library.  
我们无法查明这本书从图书馆丢失的原因。

### 4. expect 与 hope:

expect 意味着“指望”、“预料”, hope 则表示“希望”。例如:

We *expect* he'll come tomorrow. 我们估计他明天来。

We *hope* he'll come tomorrow. 我们希望他明天来。

expect 后面跟宾语从句,英国人在非正式场合常用;但美国人常用下面句型:

We expect him to come tomorrow. (被动语态是: He is expected to come tomorrow.)

注意这两处都不能用 hope 或 hoped 来代替。

#### 5. pay 与 pay for:

pay 是“付钱”,和“付钱给人”,因此宾语只能是钱和人。例如:

I have paid them.

I have paid five yuan.

pay for 是“为……付钱”,“付钱买下……”的意义,因此宾语是所购之物。例如:

I have paid for the dictionary. 这词典我已付了钱。(= I have paid them a sum of money for the dictionary.)

pay 还可以作名词用,例如:

Have you got your pay? 你领到工资了吗?

#### 6. apply 与 apply for:

apply 作“申请”讲,向某人申请某事应为 apply to somebody for something. 例如:

He applied (to the school, organization, etc.) for the job and got it. 他(向学校、机关、等等)申请工作并已获得。

He has applied to the college for admission. 他已向学院申请入学。

apply 作“适用”讲时,也是作不及物动词用。例如: The same principle applies to everybody. 同样原则适用于每一个人。

但 apply 作“应用”讲时,就作及物动词用。例如: The same rule cannot be applied to every case. 同一条例不能应用于所有情况。

#### 7. prepare 与 prepare for:

prepare 与 prepare for 在汉语里都有“准备”的意思。但前者无介词,表示宾语是动词的直接对象;后者有介词,表示“准备”的目的。例如:

He is preparing his lessons. 他正在备课。(对教师与学生都适用)

He is preparing for his exams. 他正在准备考试。



## LESSON ONE

### 8. *beside* 与 *besides*:

*beside* 指“在……旁边”，*besides* 是“除……之外”的意思，等于 *in addition to*。例如：

He is standing *beside* me. 他正站在我旁边。

Many people are going *besides* you. 除你外，还有许多人去。

### 9. *tell* 与 *ask*:

He gave Booker a broom and *told* him to sweep the room.

注意“*told*”在这种结构里比 *ask* 要不客气得多，有点命令的意思；*ask* 则有“请”、“邀请”等意思。例如：

I *asked* him to give me his telephone number. 我请他把他的电话号码告诉我。

### 10. *borrow* 与 *lend*:

*borrow* 对主语来说是“借入”，*lend* 对主语来说是“借出”。例如：

Can I *borrow* your bike? 我可以借用你的自行车吗？

Can you *lend* me your bike? 你能把自行车借给我吗？

### 11. *doubtful* 与 *suspicious*:

After the interview, Miss Mackie was still *doubtful* about Booker.

*doubtful* 这里表示“仍犹豫不决”，指是否收他为学生一事。

*suspicious* 通常表示“猜疑”、“可疑”，例如：

I am very *suspicious* about him. 我对他有些怀疑。

### 12. *get* 与 *be*:

His clothes always *got* dirty quickly because of his work.

这里 *got dirty* 有“弄脏”之意。*get* 作为系动词在近代英语里常用，例如：*get killed, wounded, excited, married* 等等。

但是，*get* 和 *be* 在表达上是有区别的。例如：

I *am* acquainted with him. 我认识他。（表示一种状态）

I *got* acquainted with him in 1940. 我在 1940 年认识了他。

（表示发生的事情，因此指动作而不指状态。）