

1

中学英语补充读物

Supplementary English Reading
for Middle School Students

1.687

ZXY

7.1

245000



中学英语补充读物

245000
245000

中学英语补充读物(一)

**Supplementary English Readings
for Middle School Students**

中学英语补充读物

(一)

《中学英语补充读物》编委会

*

湖南人民出版社出版

湖南省新华书店发行

益阳人民印刷厂印刷

*

1979年4月第1版第1次印刷

印数：1—180,000 印张：1

统一书号：7109·1197 定价：0.09元

编 辑 说 明

新的历史时期对外语教学提出了紧迫而又艰巨的任务。

加强外语教学对提高整个中华民族科学文化水平将起重要作用。高水平的外语教学是一个先进国家、先进民族所必须具备的条件之一。这个条件具备得越充分，毛主席关于学习外国的指示就越能得到更好的贯彻和落实。我们国家的建设速度就能更快，我们的民族就会更加兴旺发达。即使将来我国实现了四个现代化，我们也还要向外国学习，也还要加强同各国人民的友好往来。因此，搞好外语教学，决不是权宜之计。

目前，我省中学开设的外语课主要是英语。搞好中学英语教学，除了要用最大的努力去帮助学生练好听、说的基本功外，还要注意提高他们读、写、译的能力。

基于上述认识，我们特编辑出版了《中学英语补充读物》。这是第一册，以后还要陆续出版，以便长期为中学英语教学提供一些有价值的阅读材料。这次编辑出版的第一册试选了故事、寓言、科技知识等短文六篇，每篇都加有注释，并附译文，以便读者能从中获得更多的益处。

由于我们水平有限，对中学英语教学的实际情况也缺乏全面的了解，再加上没有编辑这类读物的经验，因此，无论在材料的选择、文章的深浅、注释的详略、篇幅的大小、编排的方法等等方面，我们都殷切期望教、学英语的中学师生、广大读者和关心中学英语教学的同志提出宝贵意见，同时还希望从事外语工作的同志提供或注释出更多更好的课外阅读短文，帮助我们做好这一工作。

《中学英语补充读物》编辑组

一九七九年一月

目 录

Teacher	
(老师).....	(1)
Robert Bruce, King of Scotland	
(苏格兰国王罗伯特·布鲁斯).....	(4)
The Countryman and The Snake	
(乡下人和蛇).....	(7)
Franklin Flies A Kite	
(弗兰克林放风筝).....	(9)
About the Sun	
(关于太阳).....	(14)
How to Read Mathematical symbols	
(如何用英语读数学符号).....	(17)
The Story of Uncle Tom	
(汤姆伯伯的故事).....	(18)
See If You Can Discover the Fallacy	
(看看你能否发现错误).....	(25)

Teacher*

On the Long March in 1934—1935 Comrade Chou En-lai, who was then Vice-Chairman of the Military Commission of the Chinese Communist Party Central Committee, ① had two orderlies, Ting Chen-yu and Tseng Chi hsiang. He treated them like younger brothers. whenever ② they billeted, he asked if they were tired, ③ urged them to heat water to wash their feet and helped them treat their blisters.

when he learned that they were illiterate, he pointed out, "You didn't go to school because your parents were exploited and oppressed by the landlord class and were too poor." "Beginning from tomorrow," he said, "I'll teach you two words a day." After that he always found time to do so, no matter how busy he was. ④

Once, seeing ⑤ that Hsiao Ting

老 师

一九三四——三五年长征中，当时的中共中央军委副主席周恩来同志有两个通讯员：丁振愈和曾棋祥。他对待他们象自己的兄弟一样。每到宿营时，他就问他们累不累，催他们自己烧水洗脚，还帮他们挑水泡。

当他知道了他们不识字时，他就指出道：

“你们以前没有上学念书，这是因为你们的父母受地主阶级的压迫剥削，家里贫穷。从明天起，我一天教你们认两个字。”从此，他不管多忙，总挤出时间来教他们识字。

wrote his own name badly, Comrade Chou En-lai took a pencil and showed him how to write it properly with the strokes in the right order.⑥ He taught Hsiao Tseng to do the same. Take some paper, he urged them, and make a small notebook and practice whenever they could.⑦ He taught them to write things like "Red Army", "peasants", "serve the people" and "fight the local bullies", explained their meaning and showed the boys how to use them in sentences. He also told them stories of the revolution: about the Autumn Harvest Uprising, about Chairman Mao in the Chinggang Mountains, how Commander-in-Chief Chu Teh had carried rice up the mountains on a shoulder pole.

By the time they reached Kweichow⑧ the two had learned to write about a hundred words. One morning Hsiao Ting wrote a letter to his parents and showed

有一次，周恩来同志看见小丁写不好他自己的名字，便拿起铅笔，教他怎样按着笔划顺序写他的名字。他也教小曾写名字。他督促他们拿些纸做个小本子，一有空就练字。他教他们写“红军”、“农民”、“为人民服务”，“打土豪”等，把这些词义解释给他们听，还教他们用这些短语造句。他还讲革命故事给他们听，讲秋收起义，讲毛主席在井冈山的时候，讲朱总司令挑谷上山的故事。

他们到达贵州时，这两个同志已经认识了一百个左右的字了。一天早上，小丁写了一封

it to Comrade Chou En-lai
"You've written it very well," he
said with a smile. "Send it out just
this way. How happy your parents
will be to see it!"

家信，把它拿给周恩来
同志看。“你写得很好”，
他微笑着说，“就这样寄
出去吧。你父母收到这
信该多高兴啊！”

注 释

*本文系《中国建设》一九七七年四月号“他爱人民”中的一段。

- ① The Military Commission of the Chinese Communist Party Central Committee 中共中央军事委员会 ② whenever 不管什么时候，每当。③ he asked if they were tired... if = whether “是否”，if 在这里引出名词从句作 asked 的宾语。④ no matter how = however 一起作连接词引出让步状语从句，意思是：“不论怎样...”。⑤ Seeing that... Seeing 是分词，在这里作状语说明主句中谓语 took，表明时间，相当于：when he saw that... he took a pencil... ⑥ with the strokes in the right order... strokes 是“笔划”，a stroke 是“一笔”。in the right order 按正确的顺序。在这 with 短语中 the strokes 是介词 with 的宾语，in the right order 是宾语补语。⑦ Take some paper, he urged them, and make a small notebook and practice whenever they could = "Take some paper", he urged them, "and make a small notebook and practice whenever you can." 因为这里没有用引号，所以最后的 you can 还是按照间接引语的方式用 they could。在英语中 practice 可作为动词用，等于 practise。⑧ By the time they reached Kweichow... by the time 一起作连接词用，引出时间状语从句。

(丹 心 译 注)

Robert Bruce, King of Scotland

Many centuries ago, Scotland was ruled by a king named Robert Bruce.① He was a wise king and a brave soldier. when the English army invaded Scotland, Bruce took up arms② and led his people in the defence of their country.③

Battle after battle was fought. ④ Six times Bruce led his brave little army against the enemy, and six times his men were beaten. His army was scattered, and he was forced to go into hiding⑤ in the woods or in lonely places in the mountains.

One rainy day, Bruce lay on the ground in a hut, listening to the sound of the rain on the roof. ⑥ He was tired and sad, and ready to give up⑦ all hope. It seemed to him that it was no use trying to do anything any more.⑧

As he lay thinking, he saw a

苏格兰国王 罗伯特·布鲁斯

许多世纪以前，苏格兰受着一个名叫罗伯特·布鲁斯国王的统治，他是一位英明的国王，也是一位勇敢的战士。当英国军队侵略苏格兰的时候，布鲁斯拿起武器，领导人民来保卫自己的国家。

打了一仗又一仗。布鲁斯六次率领他勇敢而小小的军队来反抗敌人，可是他的士兵六次都被打败。他的军队溃散了，他本人也被迫到山上树林里或者荒僻的地方隐藏起来。

一个下雨天，布鲁斯躺在一个棚屋里的地上，听着雨打屋顶的声音。他很疲倦，也很难过，准备放弃一切希望。在他看来，再作任何努力也是没有用的了。

在他躺着思索的时候，他看到头顶上有个蜘蛛正在设法织网。布

spider over his head, trying to spin a web.^⑨ He watched her as she toiled slowly and with great care.^⑩ Six times she tried to reach the opposite wall to fix her thread,^⑪ and six times she failed.

"Poor thing!"^⑫ cried Bruce, "you, too, know what it is to fail."^⑬

But the spider did not lose hope.^⑭ With still more care, she tried for the seventh time. Bruce almost forgot his own troubles as he watched her swing herself out^⑮ up on the slender line. Would she fail again? No! the thread was carried safely from one wall to the other.

"I, too, will try a seventh time!" cried Bruce. He got up and called his men together. He told them of his plans, and sent them out with messages of cheer to his disheartened people.^⑯ Soon there was an army of brave Scotsmen gathered around him. Another battle was fought. This time the Scots won and the English invaders were driven out of Scotland.

布鲁斯注视着蜘蛛小心翼翼地进行着艰苦的工作。蜘蛛六次试着把丝粘到对面墙上，可是六次都失败了。

“可怜虫！”布鲁斯喊道。“你也晓得失败的滋味了”。

但是那个蜘蛛并不灰心。她更加细心地来作第七次尝试。当布鲁斯看到蜘蛛附在那根细丝上把自己摆荡出去的时候，他几乎忘记了自己的苦恼。蜘蛛会再失败吗？不！那根细丝被她安全地从一道墙上带到另一道墙上了。

“我也要作第七次尝试！”布鲁斯喊道。他从地上站起来，并把士兵们召集在一起。他把他的计划告诉他们，并派他们带着令人振奋的信息去鼓舞垂头丧气的人民。不久，便有一支勇敢的苏格兰人军队聚集在他的周围，又打了一仗。这一回，苏格兰人终于获得胜利，把英国侵略者赶出了苏格兰。

注 释

① named Robert Bruce: 是个过去分词词组, 修饰 king; Robert Bruce (Robert Bruce), 生于 1274 年, 死于 1329 年, 是苏格兰历史上的一位民族英雄。② took up arms: 拿起武器。③ led his people in defence of their country: 领导人民保卫国家; lead... in doing something 是个句型, 意思是领导 (或率领) 谁干什么。④ Battle after battle was fought: 最好把 Battle after battle 整个词组看作主语, 但注意谓语动词用单数。⑤ was forced to go into hiding. be forced to do something, 是个句型, 意思是“被迫干什么”, hiding 是由动词 hide 变来的动名词, 作介词 into 的宾语。⑥ listening to the sound of the rain on the roof: 现在分词词组, 在句中作状语, 说明伴随情况。⑦ give up: 放弃。⑧ 整个句子是个主从复合句; It seemed to him 是主句, 意思是“在他看来”, 而连词 that 所引导的分句则是名词性从句; 在从句中, 动名词词组 trying to do anything any more 是实际主语, it 是语法主语或形式主语; 而 no use (= of no use) 则为表语。⑨ trying to spin a web: 正在设法织网, 是个现在分词词组, 作定语, 修饰 spider。⑩ with great care [keə]: 十分小心地, 是个介词词组, 作状语, 修饰动词 toiled; 动词 toil [tɔil], 是艰苦工作的意思。⑪ to fix her thread (θred): 这个不定式词组是修饰谓语 tried to reach the opposife ['opezit] wall 的目的状语。⑫ poor thing!: 可怜虫! 表示怜悯、同情, 指人和动物均可。⑬ You, too, know what it is to fail: 这是个主从复合句; you, too, know 是主句, what it is to fail 是名词性从句, 作 know 的宾语; 在宾语从句中, 不定式 to fail 是实际主语, 而 it 则是语法主语或形式主语; too, 是个副词, 英国人一般把它放在句尾, 移前是表示强调, 并须在其前后用逗号。⑭ lose hope: 失望, 灰心。⑮ watched her swing herself out: 不带 to 的不定式词组 swing herself out 作宾语 her 的补语。⑯ to his disheartened people: 这个介词词组在语法分析上是定语, 修饰名词 messages, 但翻译时可灵活处理。

(刘重德 译 注)

THE COUNTRYMAN AND THE SNAKE

A Countryman returning home one winter's day found a Snake ① by the hedge-side, half dead with ② cold. Taking compassion on the creature, ③ he laid it in his bosom and brought it home to his fire-side to revive it. ④ No sooner ⑤ had the warmth restored it than it began to attack ⑥ the children of the cottage. Upon this ⑦ the Countryman, whose compassion had saved its life, ⑧ took up a mattock and laid ⑨ the Snake dead at his feet.

Those who return evil for good ⑩ may expect their neighbor's pity to be worn out ⑪ at last.

乡下人和蛇

冬季的一天，一个乡下人回家的时候，在篱笆旁边发现了一条冻得半死的蛇。他同情这条蛇，便把它揣在怀里带回家去，并放在炉火旁边使它复活。蛇刚一暖和过来，就咬起屋里的孩子们来了。于是，这个出于同情而救活了蛇的乡下人，就拿起锄头，把蛇打死在脚旁了。

以怨报德的人，可以预料终究会要失去邻人的怜悯。

注 释

* 本文选自 Aesop's Fables (《伊索寓言》) ① snake [sneik] n. 蛇。在文艺作品中，常把普通名词用作专有名词以充当故事中的角色，它的第一个字母要大写，如本文中的 Countryman 和 Snake。② with cold 是介词短语，说明 dead 的原因。而 half dead with cold (冻得半死) 在句中作宾语补语，即补充说明 found 的宾语 Snake 的状态。③ Taking... creature ['kri:tʃə] 是现在分词短语，在句中作状语，表示 laid 的动作原因。④ to his fire-side 中的 to 是介词，同后面的宾语一起构成介词短语，用作状语，表示地点；to revive it 中的 to 是动词不定式的标志，这个动词不定式短语，用作状语，表示目的。⑤ No sooner... than... 意为“一...就...”。no sooner 引起的主句的谓语多用过去完成时，than 引起的从句的谓语用过去时。no sooner 如用在句首，后面的词序要倒装，即 No sooner + 助动词 (had) + 主语 + 动词 (过去分词)；如用在句中，则词序正常。⑥ to attack ([ə'tæk] v.t 攻击)，动词不定式作 began 的宾语。及物动词不定式作宾语时可自带宾语，如 to attack the children of the cottage (['kɒtɪdʒ] n. 农舍)。⑦ upon [ə'pɒn] this 于是，作状语。⑧ whose... life, 定语从句，修饰 Countryman，因是非限制性定语从句，故前后用逗号隔开。⑨ laid ([leɪd] lay [lei] 的过去时)；to lay something dead 意为“把...打死”。⑩ who... good 是定语从句，修饰 Those，因是限制性定语从句，故前后不用逗号隔开。return evil for good, 以怨报德。⑪ to be worn out 是被动态短语，意为“被耗尽，被消磨掉”，作 expect (iks'pekt) 的宾语补语，补充说明 pity (['pɪti] n. 怜悯)。

(赵甄陶 译 注)

Franklin Flies A kite

When Franklin was alive, electricity was a great mystery. No one knew much about it. But scientists all over the world were studying electricity. Franklin was one of them.

Franklin knew that lightning acted like electricity. But was it electricity? If Franklin could only prove it! ①

Suddenly Franklin had an idea. Perhaps he could prove that lightning was electricity by flying a kite during a thunderstorm. ② He knew that if lightning was electricity, it would travel down a wet kite string. ③

"William," he said to his son one summer day, "I want you to help me with an experiment. We must keep it a secret. ④ People will laugh at us if it doesn't work."

Franklin and his son made a kite out of a big silk handkerchief.

佛兰克林放风筝

佛兰克林在生的时候，电还是一个大谜。关于电的事情没有人知道多少，但是全世界的科学家当时都在研究电。佛兰克林就是他们中间的一个。

佛兰克林知道雷电和电作用相象。但它是否就是电呢？啊，要是佛兰克林能证实它就好了！

佛兰克林忽然有了一个主意。也许他用在雷雨时放风筝这个办法能证实雷电就是电。他知道如果雷电就是电，它就会沿着潮湿的风筝线传下来。

“威廉”，夏季里有一天，他向他儿子说，“我要你帮我作个实验。我们一定不要说出去，实验要是不成功，人家

They attached^⑤ a wire to the frame. Franklin thought the wire would attract lightning.

Neither Franklin nor William knew it, but the experiment was very dangerous. If a strong lightning bolt struck the kite, they could be killed.

One dark and stormy day they took their kite to a field. William held the ball of string attached to the kite. ^⑥ Franklin held the kite. He flung it into the wind and yelled "Go!"

William ran as fast as he could. ^⑦ At first, the kite wobbled from side to side. ^⑧ Then it rose gracefully into the air.

It was raining hard as Franklin took the kite string from his son. They walked to a nearby shed. Franklin tied a key to the end of the kite string.

The kite flew into a thundercloud. Lightning flashed about it. Thunder roared. But nothing happened.

会笑话我们的。”

弗兰克林和他的儿子用一块大丝手帕做了个风筝。他们又在风筝骨架上加了根铁丝。弗兰克林认为这根铁丝能吸引雷电。

弗兰克林父子两人都不知道这个实验是很危险的。如果一个强烈的雷电击中这个风筝的话，他们可能就此丧命。

一个阴沉沉的雷雨天，他们带着风筝到了田野里。威廉握着风筝线，弗兰克林捧着风筝。他把风筝顺风抛上去，喊道，“去吧！”

威廉尽快地向前跑去。起初，风筝左右摇摆着。然后它轻盈地飞上去了。

弗兰克林从他儿子手里接过风筝线，这时雨下得正大。他们往近边的一个棚子走去。弗兰克林把一片钥匙拴在

"I'm afraid it's not going to work, Father," William said.

"Let's not give up ② yet," Franklin answered.

lightning flashed again. "Crack!" It struck the wire on the kite frame. Franklin touched the key with his hand.

"Ouch!" he howled, taking his hand away quickly. ③ "I got a shock! But we've proved it! lightning is electricity!" He was lucky that the lightning which struck the kite was weak. ④ Franklin was not really hurt.

On their way home William said, "Now, Father, we have proved that electricity and lightning are the same. But what good is it?" ⑤

Franklin smiled. "Knowing the truth is always good. ⑥ And I am sure something good will come of ⑦ our experiment. Just you wait and see."

风筝线的末端上。

风筝飞入了一片雷云里。在它周围电光闪闪，雷声轰鸣。但却没有发生什么事。

"我恐怕这会有什么作用了，爸爸，"威廉说。

"别就放弃希望，"弗兰克林回答说。

又一道电光。霹雳一声！它击中了风筝骨架上的铁丝，弗兰克林用手碰了碰钥匙。

"啊哟！"他叫了起来，赶紧把手缩回来。"我触了一下电！但是我们证明了：雷电就是电！"总算运气，击中风筝的那次雷电不强，弗兰克林没有真正受伤。

在回家途中，威廉说，"爸爸，现在我们已经证明了电和雷电是一回事。但这有什么好处呢？"

弗兰克林微笑了。