

高二英语 学习辅导

ENGLISH



湖北省教育学院教学教材研究室
湖北教育出版社

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前 言

为了配合教学，给教师提供一点必要的教学参考资料，我们于一九八二年上半年曾编过《新编高中英语第二册备课手册》，由我院内部印行。两年多来，该书受到广大中学英语教师、在校学生、在职干部和社会青年的一致欢迎。为了适应多方面读者的需要，我们在原《备课手册》的基础上，根据教学实践和读者意见，进行了增删和修订，改名为《高二英语学习辅导》，由湖北教育出版社出版。

本书包括六个部分：一、教学要点；二、背景资料；三、补充注释；四、词的用法；五、课文译文；六、练习答案。

教学要点 包括词汇、句型、语法三个方面。词汇中打*号者将在第四部份(词的用法)中逐个加以例释；没有打*号者是本课出现的比较重要的词汇，其中多数在第三部份(补充注释)中作了例释和辨析。句型和语法的要点有的是复习性内容，有的是本课新讲授的内容，重点应放在后者。

背景资料 包括作者简介、故事梗概、历史事件以及课文导言或概述等内容。这些资料都是用浅易的英语写的，教师可以选用于课堂教学，学生也可用作泛读材料，以扩大知识视野。

补充注释是课本中课文注释的补充。凡课本中已注释的，本书不再加注，以免重复。注释中包括难句分析、词的辨析、词语或句型的用法例释等。

词的用法 中所选的词一般是词类多、词义广、搭配能力强的基本词汇，这些词的词性、词义以及它所构成的短语都

是初中第一至六册以及高中第一、二册课本中已学过了的，我们在这个部份加以归纳和例释。

课文译文及练习答案 基本上以人民教育出版社出版的高中英语第二册《教学参考资料》为依据，部分译文我们作了修改，少数答案我们作了订正。

课本最后所附的四篇补充读物，我们译成了汉语，并附加了少量注释，作为本书的附录。

本书由湖北省教育学院教学教材研究室组织编写，由本室田湖龙主编，参加编写的有张家宝、范鸿元、赖德园、胡承晖、刘文渊。我院美籍教师 Ms Marguerite Sue Courtright 和 Mr Stephen Robert French 协助审阅本书的背景知识及有关部份，提出了宝贵的意见。两年多来读者对《备课手册》所提的批评和建议，对于本书的编写和修改起了积极的作用。对此，我们表示衷心的感谢。

湖北省教育学院教学教材研究室

一九八三年十二月

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LESSON ONE

Portrait of a Teacher

一位教师的写照

一、教学要点:

1. 词汇: *complete, *cry, *permit, *promise, *ride, give up, in the course of, on account of, look through
2. 句型: tell sb. of (about) sth.
pat (hit, beat, etc.) sb. on (in, by, etc.)...
3. 语法: 复习分词和动名词的用法

二、背景资料: [1502]

1. About the Author: 作者

The author of the text is Edmondo De Amicis, an Italian novelist in the 19th century. The students have already learned "The Little Hero" in Book I, which was adapted from one of his writings. About his life, see the background material of L. 14, Book I.

The text of this lesson is taken from his book *Curcio* (*Heart*), published in 1886.

2. About the Text:

Children are often compared to flowers, while teachers, to gardeners. Teachers are also highly praised as "engineers working on the soul of human beings". They

are always loved, respected and remembered by their students as well as by people. This is the case not only in foreign countries but also in our own.

The text we are going to learn presents us with a "portrait of a teacher", whose name was Mr Crossett. The author uses a little boy to tell us the story. The little boy describes the meeting of his father with Mr Crossett, who was his Father's teacher.

One night, Mr Albert Borden, the boy's father, was surprised to learn from the evening paper that Mr Crossett, his first teacher, was still living. The happy news made him decide to pay a visit to his old teacher with little Henry, his son.

The boy tells the story—what he heard of Mr Crossett from his father, how they met the teacher, what they talked about, etc. His father was very happy to meet his teacher and was even moved to tears when he saw his own copybook exercises which had been kept by this eighty-four-year-old man.

On his way home, Mr Borden told his son of an incident that happened on his first day at school in Mr Crossett's class. This incident showed the old teacher's fine character and his gentle way of teaching. He was not only strict with his students but also kind to them. He used to call them "friends" and treated them as family members. He never scolded the students, even when they did something wrong. Instead, he encouraged them to be

good and was sure that they would. The incident left a deep impression on Mr Borden. I am sure that you also will respect Mr Crossett just as you respect all of your teachers.

三、补充注释:

1. 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, 我父亲在看报的时候, 突然惊讶地喊了一声。

(1) the night before last 前天晚上

注意下列时间表示法:

前	昨	今	明	后
the day before yesterday	yesterday	today	tomorrow	the day after tomorrow
the morning before last	yesterday morning	this morning	tomorrow morning	the morning after next
the night before last	last night	tonight	tomorrow night	the night after next
the evening before last	yesterday evening	this evening	tomorrow evening	the eveing after next

(2) dinner: the main meal of the day, either eaten at midday or in the evening 正餐 (可能是中餐也可能是晚餐, 视情况而定)。如果 dinner 是中午吃(即中餐), 则晚餐称为 supper; 如果 dinner 是晚上吃(即晚餐), 则中餐称为 lunch。一日三餐的说法可以是 breakfast dinner, supper, 也可以是 breakfast, lunch, dinner.

(3) look through—examine carefully; look at without seeming to notice (a person), on purpose or because of deep thought 审阅; 专心地看而似乎没有察觉到别人(故意如此, 或是因为深思)。例:

Before the meeting he looked through the reports.
开会前, 他把报告仔细地看了一遍。

The teacher spent the whole afternoon looking through the students' homework.

老师花了整个下午细致地批阅学生作业。

(4) let out: utter; to make (a sound) come out of the mouth 发出(声音)。例:

He let out a cry of pain.

他发出痛苦的喊叫声。

The children are not allowed to let out a sound during the meal.

孩子们在吃饭时不许出声。

2. I had thought that he had died at least twenty years ago.

我曾以为他至少二十年前就去世了。

(1) 主句中的谓语动词 (had thought) 用了过去完成时, 表示“本来认为”的意思, 暗含“所认为的事实并不是真

实的”，这一含意在下文中即可看出。

英语中有些动词(如hope, plan, want, think等)的过去完成时可以用来表示一个本来打算做而没有做的事。例：
We had hoped to catch the early bus, but found it left.

我们本来希望赶早班(公共)汽车，却发现车子已经开走了。

I had planned to attend the meeting last night, but someone called and I couldn't get away.

我本来计划昨晚去开会的，但有人来找，脱不开身。

(2) ago 与 before:

一般来说，ago 表示“从现在起若干时间以前”，常与一般过去时连用；before 则表示“从过去起若干时间以前”，常与过去完成时连用。例：

World War II broke out more than 40 years ago.

第二次世界大战是四十多年前爆发的。

He told me the plane had taken off a few minutes before.

他告诉我飞机在几分钟前就起飞了。

但在小说、故事等文章中，过去完成时也常常同 ago 连用，代替 before，以便把叙述的过去时间移到现在，从而增加叙述的生动性。例：

He had ordered to remove the rubbish some time ago.

早些时候他就下令要把这些垃圾清除掉。

3. But can you believe that my first teacher, Mr. Crossett, is still living?

然而你能相信我的启蒙老师克罗塞特先生现在还活着吗？

(1) 句中 is living 不是进行时态。living 是形容词，作表语，意为“活着的”，可用 alive 替换。

(2) living 和 alive 的区别：

这两个词都是形容词，都可作“活着的”、“在世的”解。但 living 既可作定语（修饰人或物），也可作表语；而 alive 一般用作表语，暗含“虽有死的可能，但仍然活着”的意思。例：

Comrade Zhu is really a living Lei Feng in our country.

朱同志的确是我国当今活着的雷锋。

A living language should be learned through listening and speaking.

活的语言应该通过听和说来学习。

When Professor Johnson died, his old father was still living.

约翰逊教授去世的时候，他那年迈的父亲仍然活着。

The badly wounded soldier was still alive when he was taken to the hospital.

当这位重伤员被送进医院的时候，他仍然活着。（暗含本可能死去，但仍活下来了，故不用 living 代替）

4. 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整整六十年而给他颁发了奖章。

句中 having completed sixty years of teaching 是动名词短语的完成式，作 for 的宾语。动名词完成式所表示的动作发生在主句谓语动词所表示的动作之前。例：

I'm sorry for not having kept my promise.

我没有遵守诺言，特向你表示歉意。

He was praised for having made such a contribution to the country.

他因对国家做出了这样大的贡献而受到赞扬。

5. He gave up teaching only two years ago.

仅仅两年前他才停止教学。

句中短语动词 give up 作“放弃”、“停止”解，可作 vi.，也可作 vt.。作 vt. 用时，后面常接名词或动名词。例：

Give up if you can't think of the answer.

假如你想不出答案就算了。

The professor has given up his plan for experiment.

教授已经放弃了他的实验计划。

The doctor told Mr Smith to give up smoking.

医生要史密斯先生戒烟。

give up 还可作“让出”、“献出”，“投降”解。例：

The pioneer gave up her seat to the old man.

这位少先队员给老人让了座。

He has given up his life to his beloved motherland.

他把生命献给了可爱的祖国。

The enemies gave up before daybreak.

敌军在黎明前就投降了。

6. He lives in Deleville, which is only about an hour's ride from here. (= ..., it takes only about an hour to get there by car.)

他住在德勒维尔，乘车去只有一个小时(汽车的)路程。

句中 ride 是名词，可以是骑马(驴等)，也可以是乘车(汽车、自行车等)。根据上下文的意思，此处的 ride 应是乘

汽车。

注意下列路程的表达法：

an hour's ride 乘车(骑马)一个小时的路程

two hours' drive 乘车两个小时的路程

half an hour's walk 步行半个小时的路程

7. Let's drive over there in the afternoon and say hello to him.

下午我们开车去那儿向他问个好吧。

say hello to sb. 向某人问好(致意)

say good-bye to sb. 向某人告别

say yes to sb. (sth.) 同意某人(某事)

say no to sb. (sth.) 不同意某人(某事)

例：

Having said good-bye to the teacher, he hurried home.

跟老师告别后，他就匆匆忙忙地回家了。

I'll never say yes to those who don't care for others.

我决不会赞同那些不关心别人的人。

8. (The) next afternoon my father and I drove over to Deleville to see Mr. Crossett.

次日下午，我父亲和我驱车去德莱维尔拜访克罗塞特先生。

(the) next afternoon 作“第二天下午”，“次日下午”解，定冠词 the 有时可以省去。注意“next morning”，“next day”，“next afternoon”，“next night (evening)”都不表示“明天早上”，“明天”等意思，而是指除今天以外的任何一天的后一天，即作“次日早上”，“次日”等解。如果要表示“明天早上”，“明天下午”，“明天晚上”等意思，该用

“tomorrow morning”, “tomorrow afternoon”, “tomorrow night (evening)”等。试比较:

The troops reached the town on Friday and left it (the) next evening.

部队于星期五到达该镇, 次日晚上离开。

The troops reached the town this morning and will leave it tomorrow evening. (不用 next evening)
部队于今天早上到达, 将于明晚离开。

9. Everyone in the town knew him so we had no trouble in finding his house. (=Mr. Crossett was well known in the town, and therefore we found his house without any trouble.)

城里谁都认识他, 因此, 我们毫不费事地找到了他的家。

注意 everyone (合写) 和 every one (分写) 的区别:

everyone (合写) 只能指人 (每个人), 指物时则须分开写 every one 例:

Everyone should do his best to serve the people.

每人都应当尽全力为人民服务。

She dusted the books and put every one in its place.
她把所有的书都掸了掸灰尘, 然后把每本书放回原来的位置。

但如果强调许多 (若干) 人中的每一个 (every single one), 也就是说, 如果后面还有 of 短语, 那么, 即使指人, 也该分开写 (every one)。例:

Every one of these pupils has passed the exam.

这些学生中每个人都考试及格了。

10. ...my father recognized him at once although, of

course, he was now a very old man.

……我父亲一眼就认出了他，当然，他现在已经很老了。

though 和 although 作为连接词，都作“虽然”，“尽管”解，一般可以互换。但 though 用得较普遍，它所引导的状语从句可位于主句之前，也可位于主句之后，although 多用于正式文体，意味较强，它所引导的状语从句多位于主句之前。例：

Though (Although) it was quite late, we went on with our work.

虽然已经很晚了，我们仍然继续工作。

There is air all around us, though we cannot see it.

我们周围全是空气，尽管我们看不见它。

He insisted on doing it, although I warned him not to.

他坚持要做这件事，尽管我警告过他(不要做)。

I shall come to the meeting, though I can't stay till the end.

我可以到会，不过不能一直待到会议开完。

注意：though (although) 从句在主句之后时，though (although) 常可译成“尽管”、“可是”、“不过”等(见上述例句)，有时甚至可以不必译出(见本注的原句译文)。

但在 as though (= as if) 和 even though (= even if) 这些词组中，不能用 although 代替 though。例：

He speaks English as though he were an Englishman.

他说英语就象是一个英国人似的。

11. "Will you permit an old pupil to shake hands with you?"

“请允许您从前的一个学生跟你握握手，好吗？”

allow 与 permit 都可以用于正式场合表示客气的请求，