

全日制十年制学校  
高中英语第二册  
辅导材料

(上册)

江潮 韩琴 编

黑龙江人民出版社

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黑龙江人民出版社出版

(哈尔滨市道里森林街42号)

齐齐哈尔第一印刷厂印刷 黑龙江省新华书店发行

开本 787×1092 毫米 1/32 · 印张86/16 · 字数185,000

1983年10月第1版 1983年10月第1次印刷

印数1—170,000

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统一书号：7093·839

定价：0.62元

## 前

继高中英语第一册辅导材料出版后，我们编写了第二册辅导材料。

为了提高读者的自学能力，在编写本书时，将内容和结构作了一些变动，即将第一册中的“句型学习”改为“动词句型学习”，取消了“技能训练”，增加“阅读理解”部分。这是为了一、加强阅读训练，进一步提高自学和理解能力。二、英语动词，是一个异常活跃而又多变的词类，有许多变化是属于语言习惯的问题，而“动词句型”就是这种语言习惯的归纳和概括，掌握“动词句型”就会为运用动词打下一定的基础。

由于编写者水平有限，本书定有许多错误和缺点，希望广大读者批评指正。

编 者

一九八三年三月

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## 第 一 课 (Lesson One)

### 一、课文 (Text)

#### 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 dropped 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, only on account of this, he had been forced to give up his teaching. Otherwise he would still be working because his heart and soul were still in the schoolroom with his various students. He went to a kind of closet and after a moment brought out a package, properly marked and catalogued by 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, and it was one of my father's own copybook 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. In 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 head. While his back was turned another student in the class got up, stood upon his desk and began to make faces just in order to make the other students laugh. Mr. Crossett turned rapidly and glared at the student.

"Don't do that again," he said at last, 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 us 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 but 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 we got up from our seats and left the room quietly. The boy who had got up on his seat and 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."

## 二、课文参考译文(Chinese Version of the Text)

### 一位教师的写照

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。随后他解释说：

“我曾以为他至少二十年前就去世了。然而你能相信我的第一位老师（启蒙老师）克罗塞特先生现在还活着吗？他已经

八十四岁了，昨天教育部因他任教整整六十年而给他颁发了奖章。六十个年头！你想想看！两年前他才离开教学工作哩。他住在德莱维尔，乘车去那里只需一个小时。亨利，明天是星期六，下午我们开车去那里向他问个好吧”。

次日下午，我父亲和我驱车去德莱维尔拜访克罗塞特先生。城里谁都认识他，因此，我们毫不费事地找到了他的家。当他出现在门口时，我父亲一眼就认出了他，虽然，不用说他现在已是垂暮之年了。

“克罗塞特先生，”我父亲说，“请允许您从前的一个学生跟您握握手，好吗？”

克罗塞特先生用探询的目光打量着我们。

“一个从前的学生？我很抱歉，但是……你叫什么名字？”

我父亲告诉了克罗塞特先生，他叫阿尔伯特·博登，还说了他哪年在校学习和学校的名字。

老人低着头，低声念着我父亲的名字。突然他抬起头来说道：

“你是阿尔伯特·博登？你父亲是个工程师，你家离学校很近。”

“一点不差，”我父亲握着老人的手说。

后来，我父亲和克罗塞特先生聊起他们所能记得的学校里的人和事来，聊了约莫半个钟头，老人的手一直颤抖不停。他告诉我父亲这颤抖的毛病是两年前怎么得的，他又是怎么就由于这个缘故才不得不放弃了教学工作的。否则，他还在教书，因为他的心仍然在课堂上和他各种各样的学生在一起。他向一个壁橱走去，不一会拿出了一个小包，这小包按姓名和日期分了类，端端正正地作了标记。他从小包里抽出一页作业递给我父亲，上面标着年月和我父亲的名字，这是我父亲的一次习字练

习。克罗塞特先生就是这样将他所教过的学生的成绩都保存下来了。我父亲看着练习，泪水涌上了他的眼睛。

在回家的途中，我父亲给我讲述了他第一天上克罗塞特先生的课时发生的一件事。在上课当中，克罗塞特先生看到一个学生象是有病，似乎在发烧。他走到那个学生的课桌旁，把手放在那孩子的额头上。在他转过身去的时候，班上另一个学生为了逗引其他学生发笑，起身站到课桌上，做起鬼脸来。克罗塞特先生急忙转身，盯着那个学生。

“别再那样了，”他终于开口了，声音很轻，但是斩钉截铁。然后他回到讲台，继续讲课。过了一会儿，他放下了书，一声不响地注视了我们几分钟，然后说：

“朋友们，我们得在一起度过这一年，我们一定要尽量设法使这一年过得很愉快。你们都应努力学习，成为好学生。我不想要你们单单在口头上答应我你们要成为好学生，而是要你们用自己的心向我表明，在这里我们都是大家庭中的一员。我愿为你们感到自豪。”

这时下课铃响了。我们一个个地从座位上站起来，悄悄地走出了教室。但是刚才站在座位上做鬼脸的那个男孩却走到克罗塞特先生的讲桌旁，哆哆嗦嗦地说：

“我很抱歉，先生！”

克罗塞特先生亲切地拍拍他的头说：

“不要再想它了，孩子。我们都是好朋友。”

（选自人民教育出版社教学参考书）

### 三、语言教学重点 (Focal Language Points)

1. at least
2. perfect gerund
3. say hello to somebody
4. have no trouble in doing something
5. permit somebody to do something
6. on account of
7. tell somebody of something
8. possessive case(or possessive pronoun) + own
9. just to do something
10. pat somebody on the head, shoulder, etc.
11. any more
12. Basic uses of participles and gerunds

### 四、课文讲解(Work on the Text)

1. The night before last, just before dinner,  
while my father was looking through the evening  
paper, ...

1) 英语“前天晚上”用 the night before last 表示,  
类似用法还有;

the morning before last 前天上午  
the afternoon before last 前天下午  
the day before yesterday 前天  
the week before last 大上周  
the month before last 大上个月  
the year before last 前年

- 2) dinner = the biggest meal of the day, 是一日三餐中的正餐。

在有些英国人的家庭里, dinner 是 the midday meal, 即午餐; 在另一些英国人的家庭里, dinner 则是晚餐。

英国人用餐情况:

一般家庭:

breakfast 早餐

lunch 午餐

tea 午后茶点

dinner 正餐

一些较简朴的家庭:

breakfast 早餐

dinner 正餐

tea 午后茶点

supper 晚餐

before dinner 是习惯说法, 不用冠词。类似说法还有:

after dinner 晚饭后

before (after) breakfast 早饭前 (后)

before (after) lunch 午饭前 (后)

before (after) supper 晚饭前 (后)

- 3) look through 是成语动词, 作用和及物动词一样,

作“透过……看”、“翻阅”、“浏览”解，用例：

I looked through the window and saw the snow falling thick and heavy. 我透过窗户看去，只见鹅毛大雪满天飞。

The girls began to look through the magazines.  
姑娘们开始翻阅杂志。

Before the meeting he looked through the reports.  
开会前，他把报告看了一遍。

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

had thought 和 had died 都是过去完成时。英语中的过去完成时是一个相对的时态，表示的是过去的过去，只有在和过去某时或某动作相比较时才用到它。

句中的 had thought 表明，父亲在晚报上读到有关他的启蒙老师克罗塞特先生的近况以前，曾经这样想过。宾语从句中的 had died，则是和主句中的 had thought 相比较，表示那是发生在过去的过去的一种情况。

另外，过去完成时和现在完成时不同，它有时可以用一个表示过去时间的状语，如句中的 at least twenty years ago。又如：

The postmaster told me that the parcel had arrived last week.

邮政局长告诉我包裹上星期就到了。

3. ...my first teacher, Mr. Crossett, is still living?

living 在句中是形容词，不是现在分词，作“活着的”解。

它和系动词“is”构成复合谓语，说明主语的状态。

英语中的形容词alive, living 和 live[laiv] 都可作“活的”解，但它们的词义不完全一样，用法也各异。

① Alive 多用于人；而 living 可兼指人和物；

② Alive 只能作表语或放在名词或代词后面；living 则可作定语，也可作表语；

③ Live 只能作定语用，不能用于人，但可用于其他动物。当用于物时，live 还有另外一些意思。

试比较下面用例：

Is he alive or dead? 他活着还是死了？

Who's the greatest man alive? 当今最伟大的人物是谁？

Shelley was still living when Keats died. 济慈死时，雪莱还在世。

A living language should be learned orally. 一种活的语言应该通过口语来学习。

Have you ever seen a live tiger? 你看见过活老虎吗？

live coals 燃烧着的煤块

a live wire 有电的电线

live shell shooting 实弹射击

a live match 没擦过的火柴

4. ...and yesterday the Department of Education gave him a medal for having completed sixty years of teaching.

1) for 是介词，在句中表示原因、理由，说明教育部昨天为什么给他颁发了奖章。又如：



We cannot see anything else for the fog. 我们因雾看不见其他什么了。

He was punished for stealing. 他因为偷窃而受到了惩处。

2) having completed 是动名词的完成形式，在句中用作介词 for 的宾语。

动名词的完成形式所代表的动作，是在谓语所表示的动作之前发生。教育部是在克罗塞特先生任教整整六十年之后，才给他颁发了奖章。类例：

I didn't mention having met him. 我没提见到了他。

I apologize for not having kept my promise. 我没遵守诺言向你表示歉意。

动名词有下面几种形式：

	主动形式	被动形式
一般式	doing	being done
完成式	having done	having been done

5. He lives in Deleville, which is only about an hour's ride from here.

an hour's ride = It only takes an hour to drive there.

注意：在英语中常用“表示时间的名词（或其他名词）+ 's + 表示动作的名词”这种结构来表示距离，类例：

It's about half an hour's drive from here. 坐汽车到那里只要半小时。