

英语

(英) L. G. 亚历山大 著

辅导材料 ②

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LLL 英语

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出版者的话

这套《LLL 英语》(英文版原名《Look, Listen & learn》),是英国著名的《新概念英语》(《New Concept English》)作者 L. G. 亚历山大为非英语国家青少年学习英语而编写的一套体系完整的优秀教材。这套教材由四部分组成,包括:“学习用书”、“教师用书”、“练习册”和录音磁带,相互配合使用。读者与专家普遍认为:《LLL 英语》教材在风格、水平上与《新概念英语》有相似之处:其课文简短实用,对话诙谐幽默,富有知识性、趣味性,引人入胜;全书编排严谨,强调结构性、功能性,富有新意。这套教材的最大特色还在于“看、听”并重,揉“学”于“看、听”之中。所谓“看”,即通过阅读配置适当的图片与文句,加强学生的形象记忆与理解;所谓“听”,即重视听、说能力的训练。强调听、说、读、写能力训练的有机结合,能有效地强化感知和记忆效果,符合学习者年龄特征、外语学习规律以及外语教学原则。

本教材所编列的内容,都是最基本最常用的词汇、句型及其转换形式,始终贴近少年儿童学校生活、家庭生活和社会活动等生动的情景;教材中每一句型均突出其口语表达方式,既便于上口,又便于记忆、巩固和活用。学生每学一课,立即可以联系实际以英语进行对话,实用性很强。全套教材的单、双课有机搭配,听、说、读、写“四会”能力的训练由浅入深,十分便于教与学。可以说,这是引进英语教材中最适合我国少年儿童使用的一套。

几年前,国家教委曾向全国中小学推荐使用本书。自 1987 年起,这套《LLL 英语》已在我国各地中小学作为英语试点教材或辅助教材使用,效果显著;近年来,各地更普遍在学生课余英语兴趣班采用这套教材;自学者更多。这对于促进少年儿童英语早期教育和提高普通教育领域英语水平显然具有十分积极意义。

为使广大初学英语的小读者们能选用到最适当的课本,满足教学深化改革的需要,我们广东科技出版社、安徽科学技术出版社特地联手合作,正式取得了英国朗文出版集团有限公司的版权转让,在国内唯一合法地出版发行这套最新的《LLL 英语》。“学习用书”、“练习册”和录音磁带均如原版推出。此外,为便于教师备课参考、家长进行辅导和自学者无师自通,特在原著“教师用书”的基础上编译写成“辅导材料”,其编排的内容与方法,与“学习用书”、“练习册”完全同步。内容包括:词语注音与释义,句型归纳与用法指导,听、说、读、写能力训练的要求与范例,以及课文参考译文等。全部英汉对照,内容丰富,复习巩固和活用形式多样,辅导功能突出。

我们在编辑出版这套《LLL 英语》过程中,得到英国朗文出版集团有限公司及其朗文出版亚洲有限公司的积极支持,特此表示感谢。

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1993 年 10 月

使用说明

现在,全国各地已有许多学校或培训班选用《LLL 英语》作为正式或辅助英语教材,自学者更多。在教与学的过程中,使用者难免遇到这种或那种困难问题,迫切需要简明实用的学习辅导用书。鉴于这一客观需求,我们根据多年使用这套教材所积累的经验,针对我国学生学习和运用英语的实际特点,在原版《LLL 英语》全套“教师用书”的基础上,对这套教材的主要内容作了必要的编译和注释,分册编成《LLL 英语 辅导材料》,作为这套《LLL 英语》教材“学习用书”和“练习册”的必备配套用书。它比原著“教师用书”更切合中国青少年学习英语的实际。全书英汉对照,能更好地达到辅导的目的。

本书是《LLL 英语 辅导材料》第②册,与“学习用书”第②册及“练习册”第②册各课同步配合。为便于我国青少年学生学习和运用英语,以及教师和家长进行辅导,我们特将全书基本句型、结构词及听、说、读、写能力训练等内容,按照原著单课、双课的不同重点的要求,全面而有系统地分课分项予以编列。

在学习程序的安排上,为便于配合“学习用书”进行辅导,我们根据原著“教师用书”的精神和各项技能训练的要求,对单课编列了以下内容:(1)句型及结构词,集中归纳各课所应掌握的基本句型;(2)实用词和词组,分课加注国际音标和汉语释义;(3)课文的参考译文;(4)听、说与阅读能力训练项目,包括范例、操练要点和要求;(5)渐进理解问答项目,包括范例、要点和活用提示;(6)课内外活动项目,配合各课语言训练要求,集中进行句型转换、实际运用英语的辅助性练习和辅导。对双课则分课编列了以下内容:(1)数字操练或听写训练;(2)语音与拼写练习;(3)句型转换活用操练项目,包括范例和要求;(4)故事短文听、读理解能力训练;(5)以复习、巩固和活用所学内容为目的的歌曲、儿歌、游戏等辅助性活动;(6)书面作业等。

考虑到我国学生学习和运用英语的特点,本书一开始便力图辅导学生养成英语听、说的良好习惯。为了兼顾教师和学生家长进行辅导的需要,我们特意在上述各项目中编写了英汉对照的提示。不过,希望学习者使用本书时,尽量听、读英语原文,而尽可能少看、甚至不看汉语译文的提示。全书各课的辅助性能力训练资料,如歌曲、故事短文和练习册书面作业答案,均附录于本书最后。书面作业答案应在每课学习结束后作为检查和核对学习效果的参考,不宜边看答案,边做练习。

为方便读者使用本书,特就本书的使用作以下说明,希望广大师生、学生家长和自学者使用时注意:

(1)这套教材的“学习用书”、“辅导材料”和“练习册”应作为完整的视、听教材使用,对象为我国小学高年级和初中学生。凡基础较好的初中起点的在校学生,可在初中阶段完成。业余自学或课外语班的教学,可视各自的实际基础和水平来确定学习期限和进度。本册的正常教学进度为两个学期。

(2)全套教材按听、说、读、写顺序安排,实际运用英语的技能训练重于英语知识的学习。全部语法内容均溶入听、说、读、写和书面练习项目内,不作独立学习项目安排。“学生用书”和“练习册”全部保持原著英语原文,有关各课句型归纳、实用词和词

组、课文译文,以及听、说、读、写技能训练的范例、操练方法和提示要点等均编入本书,说明文字采用英汉对照。

(3) 学生的四项基本英语技能——听、说、读、写,应有计划、有步骤地按本书编排的顺序进行训练。尤其应注意掌握“听前不说,说前不读,读前不写”的原则。

(4) 针对我国英语教学改革和学生课业负担的实际情况,我们将《LLL 英语》原著“教师用书”所要求的辅助性学习内容改编为“活动”项目和课余活动资料,附列在本书每一单课的最后部分,供英语基础和英语水平层次不同的校内外师生、家长或自学者有选择地使用。

(5) 写的技能训练,主要通过“练习册”完成。为便于师生检查核对或自学者自测,特将答案集中作为附录Ⅲ编列在书末以供参考。

(6) 为贯彻执行我国中小学英语教学大纲,配合新编九年制义务教育英语教材的使用,我们将本教材词汇与教学大纲及新编教材作了比较对照,并在《LLL 英语 辅导材料》一书各课所列词汇表中加注了必要的标记。本教材出现的全部词汇,基本上与中小学英语教学大纲和新编教材所列词汇量相同,少数前、后缀不同或专有名词在大纲中未列的,均以“*”标明;极少部分生词,大纲中已列,新编初中教材尚未出现的,加标“△”符号。有此两种符号者,不作“四会”要求。

(7) 本书单课所列句型,不但紧扣单课对话内容,而且覆盖双课技能训练项目,即单课集中归纳的句型覆盖单、双两课相关项目,其中以斜体印刷的句型,都是应在双课重点操练或转换形式进行练习的句型,宜按照辅导的提示反复模仿套用。

(8) 为了给广大学生学习地道英语提供有声依据,本书还附配了英国朗文出版集团有限公司原有的全套单课录音磁带。

(9) 本书提到的插图,除特别说明外,均指“学习用书”中相应课文的插图。

本书的结构设计、编写、注释由主编译全面负责。参加全书词汇的统计、核对,国际音标的标注和打字整理,以及儿歌、猜谜、简谱译配和辅助性资料的汇集、编排等具体工作的,还有程芳、陈隽、盛莹、闵莉和晓燕等同志。在本书编写过程中,承外藉教师热情给予协助;安徽科学技术出版社总编辑孙述庆先生就编写提出许多重要意见;百通科技图书信息联合公司(集团)对外合作部惠予大力支持,特此一并表示由衷的感谢!

主 编 译

1993年9月

于上海外国语学院

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Revision Lesson 1 The holidays are over

I. Patterns and Structural Words 句型及结构词

both of you	你们俩
Off you go (to school).	你们(出发)到(学校)去吧。
What a (rush).	怎么这样(急)啊!
Hold/don't hold (my bicycle).	拿住/别拿(我的自行车)。
Hold/don't hold (it).	拿住/别拿住(它)。
I'm (not) (holding it).	我(没有)(拿着它)

II. Useful Words and Expressions

实用词和词组

clothes [kləʊðz] <i>n.</i> 衣服	downstairs ['daʊnstɛəs] <i>ad.</i> 在楼下, 往楼下
rush [rʌʃ] <i>n.</i> 急, 忙碌	The holidays are over. 假期已过。
quick [kwɪk] <i>a.</i> 快的, 迅速的	

III. Chinese Translation of the Text 课文参考译文

1. 母亲: 快一点, 孩子们! 已经八点钟了!
2. 洗洗你们的手和脸, 把你们的牙也刷刷干净!
3. 现在穿上你们的衣服, 到楼下去!
4. 现在你们俩吃早饭, 快点吃!
5. 桑迪: 哎哟, 妈妈! 干这个! 干那个!
苏: 忙什么呀!
6. 母亲: 对不起, 孩子们。假期已经过去。你们得出门去上学了!

IV. Aural/Oral Practice 听说练习

1) Listening Comprehension 听力理解

Look at the pictures given in this lesson (The dialogue on the left-hand side of the page must be covered with a piece of paper). Play the recording and listen carefully to the dialogue several times for you to understand it from the numbered pictures.

看本课所给的插图（左边的对话必须用纸盖住）。放录音，并仔细把对话听几遍，以便按插图顺序号码看图，并了解对话内容。

2) Reading Aloud: Chorus and Individual 高声朗读：全体和个别朗读

Play back the tape and read after it two or three times. Pay attention to the use of *the imperative and the present tense*.

重放录音并跟读两三遍。注意现在时和祈使语气的用法。

V. Extra-curricular Activities 课外活动

1) Acting the Scene 表演

Invite three of your classmates at a time to come to the front of your class to act the scene. Play the role according to the dialogue. One girl may play the leading role (mother) in the dialogue. Another girl may take the part of Sue. One boy may take the part of Sandy.

每次邀请三位同学到教室前边来表演对话。请按照对话扮演角色。一个女同学可以扮演对话中的主角（母亲）。另一位女同学可以扮演苏。一个男同学可以扮演桑迪。

2) Rhyme 儿歌

Repeat the rhyme *Head and Shoulders* in the way indicated in Book 1, Lesson 57. The words of the rhyme are as follows:

请按辅导材料第1册第57课所示方法复读、背诵儿歌“头和肩”。儿歌词语如下：

Head and shoulders, knees and toes,

knees and toes,

Head and shoulders, knees and toes,

And eyes, and ears, and mouth, and nose,

Head and shoulders, knees and toes,

knees and toes.

VI. Written Work 书面作业

Do the exercise on page 1, Workbook 2.

做练习册2中第1页上的练习。

Revision Lesson 2 Do this! Do that!

I . Number Drill (Books shut) 数字操练 (合上课本)

Write the figures 1—20 on the blackboard.

Ask individual pupils to say aloud any number you point at.

将数字 1—20 写在黑板上。

高声读出所指定的任何一个数字。

II . Phonic Practice: Sounds and Spellings (Books open)

语音练习：发音和拼读 (打开课本)

The letters *ee*/i:/ and *ea*/i:/.

Read after the teacher (or the tape) the of following pairs of words , first in chorus , then in groups. Pay attention to the sounds of the italicized letters *ee* and *ea*.

字母 *ee*/i:/和 *ea*/i:/。

跟教师 (或录音带) 读下列各组单词, 先全体一起读, 然后分组读。注意斜体字母 *ee* 和 *ea* 的发音。

Sweet tea meet pleas tree easy see clean

III . Pattern Drill (Books open) 句型操练 (打开课本)

a. Teacher: Number 1.

Pupil: Hold my bicycle.

b. Teacher: Number 1.

What about my bicycle?

Pupil: Hold it.

c. Teacher: Number 1.

Pupil: Don't hold my bicycle.

d. Teacher: Number 1.

Do you want me to hold your bicycle?

Pupil: No, don't hold it.

Practise these patterns on pictures 1—20 and respond correctly after the above models.

Note that different verbs are used with different objects.

以图示 1—20 所列项目操练上述句型。

注意不同的动词与不同的宾语的使用。

IV. Activity 活动

Counting-out Game: Play the counting-out game after the following model.

淘汰游戏: 按以下范例照样做淘汰游戏。

Teacher: Touch your desks! (Any pupils slow to respond are counted out.) You,
and you are out!

Teacher: Touch your head!... You and you are out!

...

The following commands may be given:

可采用下列各种指令做游戏。

1. Touch: the desk, your head, your face, your eyes, your ears, your nose, your shoulders, your toes. stop!
2. Wash: your face, your hands, your ears, your mouth. Stop!
3. Hold: your pencil, your pen, your book, your pencil-box, your school-bag.
4. Open: your books; shut your books; stand up; sit down; kick; pull; count.

V. Written Work 书面作业

Do the exercise on page 2, Workbook 2.

做练习册 2 中第 2 页上的练习。

Revision Lesson 3 Photographs of our holiday

I. Patterns and Structural Words 句型及结构词

(Tell) me (that story).	(告诉) 我 (那个故事)。
(Tell that story) to me.	(把那个故事告诉) 我。
(Tell) it/them.	把它/它们 (讲一下)。
I'm going to (tell you that story).	我打算 (告诉你那个故事)。
I'm going to (tell that story) to you.	我打算把 (那个故事告诉) 你。

II. Useful Words and Expressions

实用词和词组

△parcel ['pɑ:sl] n. 小包, 包裹	way [wei] n. 路, 路途; 方式
photograph ['fəʊtəgrɑ:f] n. 照片	tell [tel] v. 讲, 告诉
△poem ['pəuim] n. 诗, 诗体文	send [send] v. 送, 寄, 派遣
story ['stɔ:ri] n. 故事, 小说, 传说	on the way 在路上

III. Chinese Translation of the Text 课文参考译文

- 解说人: 桑迪和苏去上学。在路上, 他们遇到了比利和汤姆。
- 桑迪和苏: 喂, 比利! 喂, 汤姆!
比利和汤姆: 喂, 桑迪! 喂, 苏!
- 桑迪: 比利, 看看我们假日里拍的几张照片。
比利: 桑迪, 请把照片给我看看。
- 桑迪: 苏, 请把照片拿给比利看看。
苏: 给你, 比利。
- 汤姆: 比利, 也递给我看看。
- 看, 桑迪在海滨拍的这张滑稽照片!

IV. Aural/Oral Practice 听说练习

1) Listening Comprehension 听力理解

Look at the pictures given in Lesson 3 (The dialogue on the left-hand side of the page must be covered with a piece of paper). Listen carefully to the tape two or three times to understand the dialogue from the pictures.

看第3课插图（左边的对话必须用纸盖住）。认真把对话录音听两三遍，以便按图了解对话的内容。

2) Reading Aloud: Chorus and Individual 高声朗读：全体和个别朗读

Play the recording and read the dialogue as many times as is necessary for you to understand it. Pay attention to the use of the imperative, the *going to* future and the use of direct and indirect objects as well.

放录音，跟读对话，直到理解为止。注意祈使语气 *going to* 表示将来时以及直接和间接宾语的用法。

V. Extra-curricular Activities 课外活动

1) Acting the Scene 表演

Invite four of your classmates at a time to act the scene without reading the dialogue. You may take the part of the Narrator and note the positions of Sandy, Sue, Billy and Tom in the illustrations. These are essential for practising the contextualised patterns. Prompt your classmates as often as is necessary while they are acting their parts, though they should feel free to add words and phrases of their own if they wish to.

每次邀请四位同学，不是先读，而是表演对话。你本人可以担任解说人，并注意在说明中指明桑迪、苏、比利和汤姆所处的位置。这对于操练上下文中各类句型是必不可少的。尽管同学们在扮演角色的过程中可以随便加上一些自己的词语，但还是要按需要时常给他们以提示。

2) Singing: One Man Went to Mow

Revise this song in the way indicated in Book 1, Lesson 3 and Lesson 5. The words of the song are as follows:

唱歌: One Man Went to Mow

按辅导材料第1册第3、5课所指示的方式，复诵这首歌。歌词如下：

1st Man (solo): One man went to mow, went to mow a meadow,

Chorus: One man and his dog
 Went to mow a meadow.

1st & 2nd Men: Two men went to mow,
 Went to mow a meadow,

Chorus: Two men, one man and his dog
 Went to mow a meadow.

And so on up to ten.

(The *men* sing the first line of each stanza and the whole class sings the chorus.

The number of *men* increases each time.)

(多数男声唱每一节的第一行，全班合唱。男声的数目每次逐渐增加。)

Revision Lesson 4 Tell me that story

I. Number Drill (Books shut) 数字操练 (合上课本)

Write the figures 20—95 on the blackboard.

Ask individual pupils to say aloud any number you point at.

将数字 20—95 写在黑板上。

请学生逐个地高声朗读所指定的一个数字。

II. Phonic Practice: Sounds and Spellings (Books open)

语音练习：发音和拼读 (打开课本)

The letters *ea*/i:/ and *e*/e/.

Read after the teacher (or the tape) the following pairs of words, first in chorus, then in groups. Pay attention to the sounds of the italicized letters *ea* and *e*.

字母 *ea*/i:/和 *e*/e/。

跟教师 (或录音带) 读下列各组单词, 先全体一起读, 然后分组读。注意读斜体字母 *ea* 和 *e* 的发音。

tea *red* *clean* *men* *easy* *pen* *please* *get*

III. Pattern Drill (Books open) 句型操练 (打开课本)

a. Teacher: Number 20. What about that story?

Pupil: Tell me that story.

b. Teacher: Number 20. Tell me that story.

Pupil: Tell that story to me.

c. Teacher: Number 20. What about that story?

Pupil: Tell me it.

d. Teacher: Number 20. Tell that story to me.

Pupil: Tell it to me.

Practise these patterns on pictures 20—95 and respond correctly after the above models. Note that different verbs are used with different objects.

仿照上述范例, 以图示项目 20—95 操练上述句型。注意不同动词与不同宾语的使用。

IV. Activity 活动

A Game 游戏

Invite two of your classmates at a time to collect objects from members of the class