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ENGLISH IDIOMS CAN BE LEARNED THIS WAY



英语习语 可以这样学

Margaret Mary K. Aly-Youssef (美) 阮佩菊 周淑杰 编著

英语习语
你是怎么学的?
有没有想过
其实可以这样学
.....

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害怕看不懂？一个故事两种讲法，
看标准英语，文章理解“小菜一碟”！

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讨厌做练习？每道习题趣味盎然，
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第三步 看模拟访谈，轻松运用轻松学

能认不能说？访谈模拟真实场景，
地道又纯正，再也不必“胡编乱用”！



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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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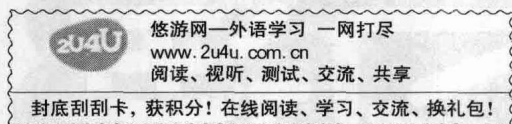
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写在前面

中国的传统英语教育常常灌输“艰苦付出必有收获”(No pain, no gain.)这一信条,对此我却不能赞同。如果学生们总是要应付高难度的阅读材料,手里捧着词典不停地查阅,那么英语学习自然就成了一件折磨人的苦差事,很快就会吞噬掉他们的信心和希望。我认为,英语学习的素材应该有趣而易懂,要让学习者感受到学习的乐趣和成功的喜悦,这样,他们才能有更大的收获。

由此,本书希望达到下列目标:

- ★ 展示真实日常生活中的美语会话和习语用法,避免其他英语学习书籍中那些生编硬造和过于复杂的语句。
- ★ 通过有趣的、分别用习语和标准英语写就的故事,以及对故事中主要角色的采访,让你了解美国人的思维方式和行为习惯。
- ★ 对故事和访谈提供译文,帮你消除任何在理解上的困惑。
- ★ 帮你获得无障碍阅读的成就感。
- ★ 课后练习让你做到开口即说,与他人自由交流。
- ★ “调查问卷”练习让你在真实语境中加强理解所学到的习语。
- ★ 地道的美语录音帮你一边提高听力,一边打造正确的语音和语调。
- ★ 帮你真正做到快乐学习,自信说美语。

本书配有精确译文和纯正录音,以方便读者能够高效、灵活地使用;同时也可用于课堂补充教学。



INTRODUCTION

WE

are very happy to present this book *English Idioms Can Be Learned This Way* to you. It is the creative achievement of our excellent team of three EFL/ESL specialists from the USA and China. These are authentic idioms from American daily life. We used them to write original humorous stories to help you enjoy learning about American culture as you practice speaking English.

Information about the authors

Margaret Mary Katherine Aly-Youssef was born and raised in California, USA. She earned her MA in International Education from the University of California in Santa Barbara, and has a minor in Teaching English as a Foreign Language from the TEFL Center at the American University of Beirut, Lebanon. She has studied seven languages and traveled around the world. She has taught English in American language programs in Lebanon, Iran and Egypt, and in vocational colleges and adult education programs in California and Minnesota, USA. Since February 2004, she has taught in China at Anyue Middle School in Sichuan, and then in Beijing at Beijing International Studies University and China Foreign Affairs University.

Peiju Ruan has her MA in education and ESL/EFL from Queensland University in Australia and BA in English from Nankai University in China. Her areas of study are education, linguistics and reading theories. She is an associate professor of English at Nankai University. As a language instructor, she has noted the increasing popularity of English language courses in China, as well as the parallel demand for teaching and learning Chinese in America. She has worked in America for the last two decades and is an active promoter of English and Chinese languages and cultures both in China and in America.

Shujie Zhou is a professor of English in Nankai University, China. She has a BA in English from Nankai University, and once studied in the University of South Florida, USA, as a visiting scholar. In addition to various teaching experiences, she has published several books including *Common Mistakes in English Usage*, *Up-to-date*

American Idioms, English Idioms Through Listening & Speaking and A Concise Chinese-English Encyclopedic Dictionary.

About this book

English Idioms Can Be Learned This Way was written especially for students and professionals who have knowledge of English grammar and vocabulary but cannot speak or understand spoken English well. The book and audio recordings provide an excellent, well-rounded, educational experience – listening, speaking, reading and writing – that makes learning North American English easy and enjoyable. The idioms are organized into categories, for example, animals, body parts, clothes, colors, food, and plants, to make their meanings more understandable. Then they are used in “real life in America” stories and interviews with the story’s main character to give insight into the American culture and way of thinking. This communicative approach is very different from the traditional “grammar – translation – memorization of vocabulary – doing written exercises” method that makes learning English a chore and easily forgotten. These lively lessons entertain, educate, and satisfy the students. They not only learn about American culture, customs and history, but also learn to express personal opinions correctly.

When used together, the book and recordings effectively help students comprehend spoken English and speak clearly. Students can be successful either in the classroom where they can interact with classmates, or at home while studying alone. Our book explains the idiomatic expressions in Standard English along with the equivalent Chinese translation. There are also accurate Chinese translations following the Standard English stories that make meaning instantly clear.

Course materials

There are 15 lessons in this book. Each lesson begins with a story about an aspect of daily American life written with idiomatic expressions that fall into a specific category, such as food. The stories demonstrate native English speakers’ speech patterns and commonly used idioms that are necessary for communication. Next, the story is rewritten in Standard English, followed by an accurate Chinese translation of the

story. Then all the idiomatic expressions in each lesson are explained in both Standard English and Chinese, followed by different exercises:

Ex. 1: True/False statements to check comprehension.

Ex. 2: Match each idiom with its definition.

Ex. 3: Comprehension questions using idioms. (Both questions and answers are provided to practice speaking with correct pronunciation and intonation.)

Ex. 4: Interactive questionnaire. (Each question is followed by three or four possible answers to enable students to give their opinion in correct English. This activity teaches the students a variety of situations in which the idioms can be used.)

Ex. 5: Interview with the main character in the story for his/her point of view.

Chinese translations

Translation is included for both the idiomatic and the Standard English stories and the interview. Learning is accelerated and more enjoyable when meanings are clear!

Glossary

The idiomatic expressions are arranged in alphabetical order, explained in Standard English and translated into Chinese. The lesson in which they are found is also indicated.

Audio recordings

These audio recordings are an essential part in advancing listening comprehension, correct pronunciation and speech patterns. It is inaccurate to think that a person can learn how to speak correctly by reading a book out loud! If the student does not listen to and accurately repeat a native English speaker's words, his speech will be unintelligible and a source of embarrassment. Confidence in speaking and listening comprehension can be gained only by using correct oral models.

The two speakers in the recordings speak very clearly, one with an American accent, the other with a slight British accent. Their readings are of "actress quality" to dramatize the stories and to make listening a pleasure. The audio recordings contain the idiomatic and Standard English stories, true/false statements, comprehension questions

dialogue and interview in each lesson.

Classroom teaching suggestions

The teaching method should be very flexible, depending on the number of hours that the students have oral English class each week and their level of listening comprehension and speaking ability. For optimum learning, the book and audio recordings should be used together. For homework, the students should listen to the audio recordings several times (a 15-minute segment for each lesson) to improve their pronunciation and listening comprehension. They should read the Chinese translation to ensure that they understand completely.

After using *English Idioms Can Be Learned This Way* as a textbook for oral English classes in two universities in Beijing, we make the following teaching suggestions that will take at least 4 fifty-minute class hours to complete each lesson:

1. The teacher gives a **short explanation of the cultural background** relating to each story by using short downloads from the Internet.
2. Go to the idiomatic expressions section in the book to learn idioms, Standard English and Chinese meanings. The teacher can use actions to **demonstrate the literal meaning**.
3. Go to the idiom matching section in the book and give the students a few minutes to do the exercise. Then the students give the answers out loud.
4. Go to the **translation** section and have students take turns reading the translated story out loud. If the students' English comprehension level is low, read the Chinese translation before reading the English stories to prevent confusion.
5. There are four possible methods to **teach the stories** orally. While using each method it is extremely important for the teacher to listen carefully to the pronunciation and immediately make corrections and give short drills whenever necessary.

First, for extremely low level students or students who haven't studied English for several years and are very unsure of themselves, the teacher should (1) read two sentences from the idiom story and the students repeat; (2) read the same

two sentences from the standard story and students repeat; (3) a student reads the Chinese translation; (4) play the recording of the story with frequent pauses for the students to repeat.

Second, for medium-low level students, play the recording of the idiom story. Pause after one or two sentences to give time for the students to repeat. The teacher carefully listens to the pronunciation and makes necessary corrections.

Third, if the students are intermediate level, there is no need to pause the recording for students to repeat. Play the entire story for listening comprehension and then have the students read in unison.

Fourth, if the students are advanced, there is no need for the teacher to play the recording in class. The activity begins with the students reading out loud in unison.

6. The teacher makes up **detailed questions about the story** and calls on students to answer. Students can find the answers in the reading and may paraphrase or repeat the correct sentences to answer. Some questions can be “thought questions” whose answers are not specifically mentioned in the reading.
7. Play the recording of the **true/false exercise**. After each statement, the students can either (1) say out loud *true* or *false*, and give the reason when an answer is false, or (2) quietly mark T or F in their books and report their answers later after all the statements are heard.
8. Play the recording of **comprehension questions and answers**. Pause after each question and answer for the students to repeat. The teacher closely monitors to make sure pronunciation, intonation and “expression” are correct. For advanced students, don’t play the recording. Half the students, for example, the girls, read three questions and the boys answer out loud in unison. Then the boys ask the next three questions and the girls answer. Alternate until all questions are asked and answered.
9. There are two possible methods for conducting the **interactive questionnaire**.
 - (1) If students’ pronunciation isn’t good, the teacher reads the questions and the choices for answers in the book and the students repeat. The students choose an opinion and tell their partner sitting next to them the answer. After the questionnaire, the teacher calls on a student to report his partner’s answer.

- (2) If students are intermediate or advanced, they are put in pairs: Group A (right side) and Group B (left side). Group A reads out loud in unison the odd numbered questions and Group B reads even numbered ones. After each question, the partner quietly tells his choice and the questioner marks the answer in his own **book**. At the end of the activity, the teacher calls on students to report their partner's opinion. For example, the student may say, "My partner Joe thinks that parents encourage young people the most to shoot for the stars".
10. Go to the **translation of the interview**. The teacher assigns some students to read parts of the dialogue out loud. (For advanced students, the translation can be put after listening to the recording.)
11. Play the recording of the **interview**. If students are low-intermediate, pause the recording after each question and reply so the students can repeat, with "speaking expression". If the students are intermediate-advanced, just play the recording for listening comprehension and then divide the class into two groups to read the dialogue in unison. Finally, make up detailed questions about the interview and ask specific students to answer.
- If time permits, appoint partners to take turns and read out loud parts of the dialogue from the book, with acting quality.

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Foot in the Door

LESSON ONE



Foot in the Door

(Idioms with *Foot*)

初涉职业人生

📌 In general, American teenagers are big spenders. They want to buy things the other kids have: CDs of the latest songs, CD players, videos, video games, electronic gadgets, fashionable clothes, and even cars. A few parents agree to **foot the bill**, but others don't. Instead, they **put their foot down** and insist that the kids get a job. After all, that is the best way for them to learn how to **stand on their own feet** and learn the value of money.

At first, the teenagers **have cold feet** because they lack confidence to go job hunting. They often find a friend who has a job and ask for advice. If they are lucky, their friend will help them **get their foot in the door** where he works. If their work schedule has the same hours, the friend will even help the newly-hired teen to **get his feet wet** and suggest things to do in order to **put his best foot forward**. However, because of their immaturity, teens will sometimes **drag their feet** and will not be conscientious about doing a good job. They are used to **being waited on hand and foot** by a caring mother, and haven't developed a sense of responsibility. If they **get off on the wrong foot** by having a bad attitude, the boss will fire them.

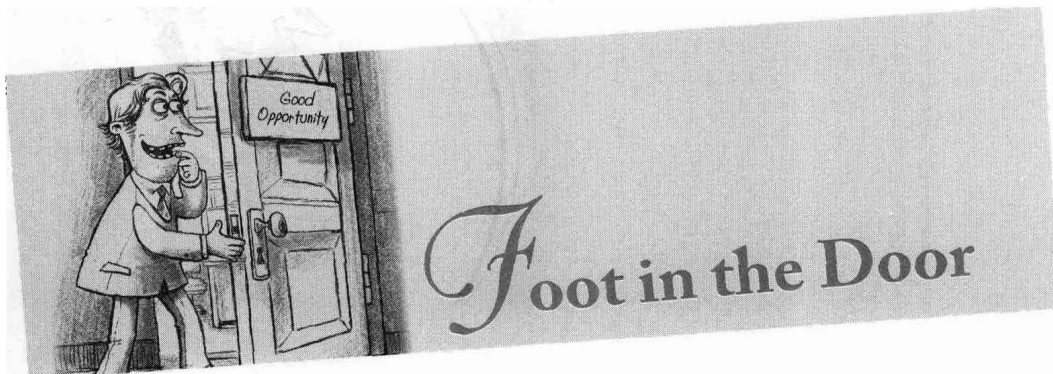
Having a job is a wonderful real-life education that teaches a teen or young adult to **think on his feet**. He experiences how rude customers can be, now that **the shoe is on the other foot**, and realizes how important it is to be courteous. If he develops a habit of always **being on his toes** and is careful to avoid **stepping on co-workers' toes**, he will be very successful. Employers value employees who are enthusiastic, courteous and **have their feet on the ground**.

Standard English

In general, American teenagers like to spend a lot of money. They want to buy things the other kids have: CDs of the latest songs, CD players, videos, video games, electronic gadgets, fashionable clothes, and even cars. A few parents agree to pay for everything, but others don't. Instead, they make a firm decision and insist that the kids get a job. After all, that is the best way for them to learn how to depend on themselves, earn a living and learn the value of money.

At first, the teenagers are discouraged because they lack confidence to go job hunting. They often find a friend who has a job and ask for advice. If they are lucky, their friend will help them find an opportunity to start working where he works. If their work schedule has the same hours, the friend will even help the newly-hired teen to do his job correctly from the start and suggest things to do in order to do a good job and impress the boss. However, because of their immaturity, teens will sometimes act slowly and without enthusiasm and will not be conscientious about doing a good job. They are used to being served in every possible way by a caring mother, and haven't developed a sense of responsibility. If they make big mistakes at the start by having a bad attitude, the boss will fire them.

Having a job is a wonderful real-life education that teaches a teen or young adult to know how to answer a question or act quickly. He experiences how rude customers can be, now that he is the employee rather than the customer as he used to be, and realizes how important it is to be courteous. If he develops a habit of always being aware of what needs to be done and is willing to work, and is careful to avoid doing things that will embarrass or offend co-workers, he will be very successful. Employers value employees who are enthusiastic, courteous and have very practical and sensible ideas.





译文

初涉职业人生

总体来说，美国十几岁的青少年花钱大手大脚。他们想买其他孩子拥有的东西：最新的歌曲CD、CD机、电影碟片、电子游戏、电子产品、时装、甚至汽车。少数父母同意为他们付账，而另一些则拒绝买单，相反他们果断决定，坚持要孩子找份工作。这毕竟是让他们学会自立和认识金钱价值的最好方法。

一开始孩子们会因为缺乏找工作的信心而打退堂鼓。他们常常会去找那些有工作的朋友，征求意见。如果走运，朋友会在自己工作的地方帮他们找到第一份工作。如果他们的工作是安排在同一时段，朋友还会帮这些刚获录用的少年上手，并提供一些建议让他们把工作做好，给老板留下个好印象。然而，由于十几岁的青少年还不成熟，他们有时会做事拖拉，缺乏热情，不能认真做好工作。他们习惯了慈母无微不至的照顾，尚未形成责任感。如果由于态度恶劣一开始就铸成大错，老板就会解雇他们。

工作是一种极好的实践教育，它教会青少年或年轻人如何迅速作出反应，解决问题。他会见识到一些顾客有多么蛮横无礼，而由于此时位置已完全颠倒过来，他自然也就认识到了礼貌的重要性。如果养成了时刻准备做好份内工作的习惯，并且小心处事以免冒犯同事，他就会成功。雇主器重那些热情、有礼貌、脚踏实地的雇员。



Idiomatic Expressions

1. **foot the bill**

to pay for all expenses

付账（尤指不情愿地为昂贵的东西付钱）

2. **put one's foot down**

to make a firm decision and insist that someone obey

果断行事，坚持立场

3. **stand on one's own feet**

to depend on oneself, not to ask anyone for help or money

自立，不要任何人的帮助或资助

4. **have cold feet**

not to be brave enough to do something

临阵退缩，胆怯

5. **get one's foot in the door**

to get the first opportunity to work or do something that is important for one's career

获得第一次工作机会，有幸加入（某组织或行业）

6. **get one's feet wet**

to do something for the first time

第一次做某事

7. **put one's best foot forward**

to try to make a good impression and to do one's best

尽可能给人留下好印象，全力以赴

8. **drag one's feet**

to hesitate to act, or to act slowly because a person isn't enthusiastic

做事拖拉，迟疑，因缺乏热情而行动缓慢

9. **be waited on hand and foot**

to be served in every possible way by another person

得到周到的照顾

10. **get off on the wrong foot**

to make a bad mistake at the beginning and cause people not to like you

一开始就铸成大错，一开头就给人不好的印象