



高等学校英语专业教材



致用英语 综合教程

教师用书

1-4 全一册

总主编◎宋天锡

总主审◎许渊冲

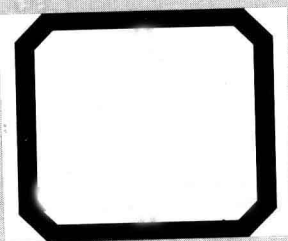
主 编◎陈晓峰 高文艳 罗永 杨都林

Practical Integrated Course
for English Majors



华东师范大学出版社

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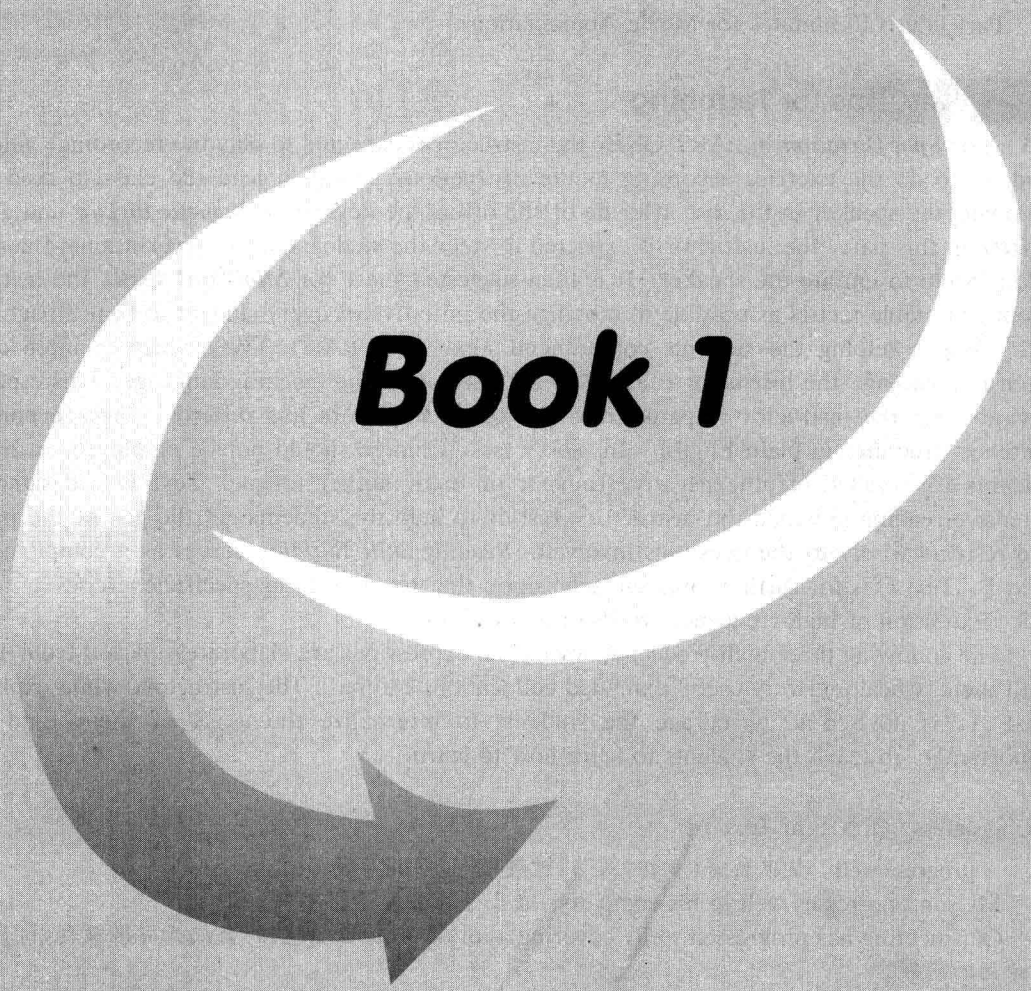
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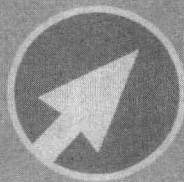
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Book 1

Unit 1 Successful English Learning



1. Teaching Hours Suggested (6 classroom hours = 270 effective minutes)

- Part One (70 minutes)
- Part Two (105 minutes)
- Part Three (85 minutes)
- Part Four (10 minutes for Movie Appreciation)

2. Handy Tips for Teaching

2.1 For *Spot Dictation* in PART ONE, the instructor is expected to play the recording, guide the students to do the exercise according to the instruction, and then lead the class to read aloud following the speaker in the disc after he or she offers the keys. For *Phonetic Pickup* and *Tongue Twister* in this part, the instructor is expected to steer the students onto conversational fluency by asking them to imitate the speaker. It is then suggested that, for *Mini Oral Task*, the instructor adopt as flexible tactics as possible to mobilize the initiative of every student to bear a part.

2.2 While helping the students comprehend Text A in PART TWO which is intended for intensive reading, the instructor is asked to use English as the teaching language. It is especially advisable for the instructor to paraphrase or explain important and difficult language points or sentence structures in plain English. In most cases, Chinese should not be employed so that the students are weaned off the negative transfer of their mother tongue. Text B is designed for extensive reading in which the instructor's task is to help the students get the gist of the passage and respond wisely to the questions involved. *Reading Skill Building* serves as a complement to Text B. Text C is for further language acquisition that requires doing specific exercises.

2.3 Extension of high-frequency words or expressions

The following three high-frequency words and expressions are elaborately picked from Text A with their typical and very useful extended collocations offered. The instructor, while explaining Text A, is advised to encourage the students to internalize the usage of them, and more importantly, to teach the students to learn how to learn.

A. progress (Para. 2 in Text A)

* **progress well** 状况良好(多指“人”);进展顺利(多指事物)

My son progresses well in his company. 我儿子在公司干得不错。

Our meeting has progressed well, covering a lot of ground. 我们的会议开得很顺利,讨论了许多方面的问题。

* **make great/noticeable progress in ...** 在……方面取得很大/长足进步

These scholars have made noticeable progress in Chinese studies. 这些学者在汉语研究方面取

得了长足的进步。

* **make some progress in ...** 在……中取得进展(进步)

We have made some progress in the negotiation. 我们在会谈中取得了一些进展。

* **retard/impede/block the progress of ...** 阻碍……的发展

The natural progress of time will not be retarded by man. 时间的自然进程并不因人而中断。

* **in progress** 在进行中;在发展中

Work on the offices is in progress. 新办公楼正在建设中。

B. achieve one's goal (Para. 2 in Text A)

* **achieve** (meet; win; arrive at; materialize; accomplish; attain; fulfil; reach; realize) one's goal/meet (win; accomplish; achieve) one's objective/achieve (attain; accomplish) one's purpose/compass one's ends/realize one's aim 达到(实现)目标

If this policy is reversed, they will never achieve their objectives. 如果这项政策彻底改变的话,他们将永远不会达到他们的目的。

This factory is determined to fulfil its goal of quadrupling output this year. 这家工厂决心今年实现产量翻两番的目标。

She studies English hard only to realize an immediate aim. 她努力学习英语只是为了实现一个近期目标。

C. true (Para. 6 in Text A)

* **ring/sound true** 听起来真实

Her excuse just doesn't ring true. 她的借口听起来就不真实。

* **be (hold) true for/of ...** 适用于……

This kind of solution is also true of other cases. 这种解决方法也适用于其他案例。

* **the same is(hold) true for/of ...** ……的情况也是如此

There is a higher crime rate among men than among women. The same is/holds true for traffic accidents. 男人比女人的犯罪率要高。交通事故的发生率也是如此。

* **come true** 成为现实

He wondered whether the prophecy would come true. 他不知道那预言会不会成为事实。

2.4 There is so much to be done in PART THREE that the students may feel a little bit bored. So a little plain poem is provided here as a sauce of the potential monotony of lecturing. The instructor can avail himself or herself of a proper opportunity to lead the students to read it aloud.

Believe

Believe in your dreams.

Believe in today.

Believe that you are loved.

Believe that you make a difference.

Believe we can build a better world.

Believe when others might not.

Believe there's light at the end of the tunnel.

Believe that you may be that light for someone else.

Believe that the best is yet to be.

Believe in yourself.

I believe in you.

— Kobi Yamada

**Spot Dictation**

Fill in the blanks with words or phrases while you listen to the passage for the second time.

- (1) process; (2) strategy; (3) gradual; (4) overnight; (5) objectives; (6) routine; (7) encouraging;
(8) employing; (9) patient; (10) tips

**Exercises for TEXT A****1. Answer the following questions according to Text A.**

- (1) Three factors: curiosity about culture and language, daily study and the commitment to use English in every possible situation while in English-speaking environment.
(2) People's sense of success depends on their needs for English and whether or not they meet their needs.
(3) Language learning is a cumulative process.
(4) Don't be afraid of making errors, and relax. Playing with a new language is a very important part of learning, and people could learn a lot from mistakes.
(5) Language is much more than sound and words and grammar. Language is a form of behavior involving the human need to communicate and to be understood. Language learning involves motivation, emotion, a sense of self and a set of cultural beliefs.

2. Choose the best word or expression for the following sentences.

- (1) B; (2) B; (3) C; (4) A; (5) D; (6) A; (7) D; (8) D; (9) D; (10) A; (11) A; (12) C;
(13) C; (14) B; (15) A; (16) C; (17) A; (18) D; (19) B; (20) B

3. Cloze.

- (1) in; (2) people; (3) where; (4) employees; (5) writing; (6) yet; (7) an; (8) but; (9) to;
(10) than; (11) available; (12) needed; (13) adding; (14) of; (15) that

Exercises for TEXT B

Choose the best answer on the basis of understanding the text.

- (1) D; (2) B; (3) D; (4) B; (5) C; (6) D; (7) D; (8) D; (9) C; (10) B

Exercises for TEXT C**1. Read the above passage and correct the errors.**

- | | | |
|-------------------------|----------------------------|-----------------------------|
| (1) to do→doing; | (6) heard→heard of; | (11) more→much; |
| (2) is→are; | (7) by→on; | (12) look up it→look it up; |
| (3) analyze→analyzing; | (8) learn→learning; | (13) read→reading; |
| (4) instead→instead of; | (9) intensive→intensively; | (14) that→what; |
| (5) by→in; | (10) neither→no; | (15) a little→little |

2. Read the passage and decide whether the following statements are true or false.

- (1) F; (2) T; (3) F; (4) F; (5) T; (6) T; (7) F; (8) T; (9) T; (10) F

Part Three Grammar Focus

1. Translate the Chinese in the brackets into English.

- (1) To master/Mastering/Mastery of/A good command of English
- (2) That Professor Black is well accomplished in the study of British literature
- (3) To hesitate/Hesitating/Hesitation
- (4) to live in that house
- (5) but the fool does not invite her in

2. Read the following sentences and correct the errors.

- (1) ... a doctor, his ... → ... a doctor; his ... / ... a doctor, and his ...
- (2) Be honest → To be honest
- (3) Toe → To toe ...
- (4) There's no deny that → There's no denying that ...
- (5) ... was fired, she never ... → ... was fired; she never ... / ... was fired, because she never ...

3. Translate the following sentences into English.

- (1) The news/fact that more than 30 miners were killed in the accident deeply saddened their relatives and friends.
- (2) Mr. Da has published three novels so far, the fourth to come out next year/and the fourth will come out next year.
- (3) To be or not to be is quite a question.
- (4) That's where you are wrong.
- (5) Her mother took it for granted that she would study business English.

Part Four For Your Recitation

Assignments

1. Recite the passage in PART FOUR.

2. Read the following sentences and correct the errors.

- (1) It isn't that she lied exactly; she did tend to exaggerate.
- (2) She teaches English in a middle school, and her husband teaches mathematics in a university.
- (3) It was the continent's newest full scale war, far from a local war.
- (4) He was full of ifs and buts, so his teacher told him just to have a try.
- (5) In the western countries, it is considered impolite for a man to wear a hat indoors.

3. Translate the following sentences into English.

- (1) As long as I am physically able, I can not help doing some housework.
- (2) I will select the ablest man for you.
- (3) He has regular access to the mayor.
- (4) If I am not available when you phone, ask for my secretary.
- (5) Such kind of expensive car is unavailable to ordinary people.
- (6) Just to satisfy my curiosity, how much did you pay for your car?

- (7) The actress won overnight fame with her first film.
 (8) We are fully aware of the gravity of the situation.
 (9) Rather than risk breaking up his marriage he told his wife everything.
 (10) I'll bear full responsibility for the consequences.

Movie Appreciation

Developing Self-reliance

Mr. Carson: Did you ever watch a baby being fed? You can see how completely we depend on others when we are very small. A baby just can't do much of anything for himself. Of course, as we grow older, most of us begin to strike out for ourselves. We begin to develop something called self-reliance. Often though we are restrained, we aren't given enough freedom to develop self-reliance.

It's much easier to put Junior's snow suite on him than wait for him to do it himself. And before long Junior sees too, that it's much easier to let others wait on him. He begins to like being dependent. Why take care of your own pet if someone else will do it for you? Why struggle with your lessons if you can get Dad to help? This is an easy way to get by. The trouble is, if you're not self-reliant, you'll never do any more than just get by.

[knock at door]

Employer: Come in.

Employee: Now, I have been working on this, ah, problem; I wonder if you can help me?

Employer: Let's see. [Sigh] Look, why do you bother me with something simple like this? Something I'm paying you to decide. You will never get ahead around here or anywhere else, unless you can make some decisions of your own.

Employee: Yes, sir.

Mr. Carson: And that's what can happen, when you don't learn self-reliance.

Allan: Mr. Carson, are you trying to tell me, that I'm not self-reliant?

Mr. Carson: Why, Allan, I didn't say anything about you. But I find it often helps to paint that picture for students like you, who come to me complaining that they don't feel they're accomplishing much. A little dose of self-reliance can do wonders. Any one of us could use a bit more than we have.

Allan: All right, Mr. Carson, I think I understand. Just how do you become self-reliant?

Mr. Carson: Oh, you want a quick easy formula, huh? I'm afraid there isn't any. Learning to be self-reliant takes time and hard work.

Allan: It takes self-reliance, huh, Mr. Carson?

Mr. Carson: It almost does. Here, this card may interest you. These are the steps to self-reliance as I see them.

Allan: Assume responsibility, be informed, know where you are going, make your own decisions. I'm not sure I understand.

Mr. Carson: Well, let's figure them out together. Sit down. First, assume responsibility. What do you suppose that means?

Allan: Well, assume responsibility, that means take the blame for things that are my fault.

Mr. Carson: Uh, huh. Looking after your own schoolwork, planning your own time, depending upon yourself to be on time.

Allan: On time. Boy, I'd better assume responsibility for getting to my next class on time.

Mr. Carson: And Allan, why don't you assume the responsibility for figuring out what those other

steps mean?

Allan: Yeah, I will. That's a good idea. Thanks, Mr. Carson. Assume responsibility, do things for yourself. Not a bad idea at that. What's the next thing on this card? Be informed. Well, it's easy to see why you should be informed in class. You have to get facts and information in order to keep up. Huh, you have to know where to get information, too. But, why be informed about other things, besides schoolwork? Well, better get after the schoolwork now.

Mom, do you think I look all right this way or should I wear a tie?

Mom: Well, that depends on where you're going. Will you be expected to wear a tie?

Allan: Be informed.

Mom: What dear?

Allan: Oh, no, nothing, yet. Thanks, Mom. I'll figure it out myself.

Let's see. We'll go to the movies, and then to Anne's house for snacks. I might meet Anne's parents. Better wear a tie. Be informed — that can answer a lot of problems. There, that's better.

Dad: Are you leaving right away, Allan?

Allan: No, Jack's coming by for me.

Dad: Say, there's something that I have been wanting to ask you. Have you decided on what courses you're going to take next year?

Allan: Oh, no. I don't know what to take, Dad. Jack's going to take American Literature and Eddie signed up for Speech class. But, I don't know what I want to take.

Dad: Well, I hope you don't let your friends lead you around this way. What will you get out of these courses, what do you want to get out of them? If you know what you want in life ...

Allan: Know where you're going. Make your own decisions.

Dad: What in the world are you talking about?

Allan: Oh, well, I sort of want to develop a little self-reliance. Mr. Carson gave me this.

Dad: Self-reliance, huh? Well, that's a good thing. Are these from Emerson?

Allan: Emerson?

Dad: Sure, haven't you read Emerson's essay on self-reliance? I think we have a copy of it here somewhere.

Mom: I think you will find it on the third shelf.

Dad: Thanks, dear. The foundation of our way of life, someone once called it. Oh, yes, here it is — *Self-Reliance*, by Ralph Waldo Emerson. I learned a lot from this essay, when I was your age.

Allan: Thanks, Dad; I'll read it.

Dad: You may have to if you take American Literature.

Allan: I think I'll read it no matter what course I take. About those courses, Dad, will you give me a little time to think? I have a lot of work to do before I make any decisions.

Dad: Sure.

Allan: Oh, there's Jack. Bye, Mom, Dad.

Dad: Bye.

Mom: Good-bye.

Mr. Carson: Now you may think that's the end of Allan's story. Actually, it's only the beginning. Allan learned very quickly the meaning of the steps to self-reliance. But it takes quite a long while to make self-reliance a habit.

I watched Allan for several months. I saw how he assumed responsibility. For example, he took a job on the Student Forum and worked at it seriously. I saw how he kept himself informed. He studied hard. He read more than just the assignments. He

talked to people and listened to them. He wanted to be informed, and he never missed a chance to learn something.

I saw how Allan found where he was going. He came to me sometimes for advice, but he never asked me to decide for him. He thought seriously about his goals, his purposes. I saw how he learned to make decisions for himself, always on the basis of the best information he could get.

And then just the other day, at another Student Forum meeting, I saw Allan show how really self-reliant he had become. The students were quite upset about our parking situation around the school, but no one was able to offer much of a solution. That is, until Allan spoke up.

Allan: Just what is the problem? Those who drive to school can't keep on parking in the street. I understand it's too narrow. That's why we've been getting tickets there. We'll just have to find another place for our cars and motor bikes. I've been looking into this. You know, since we got the new tennis courts, maybe the old ones, just north of the school building, could easily be made into a parking space. We could do what little work there is.

Student Forum: That's a good idea, yeah.

Allan: And we could ask the Principal for his approval.

Student Forum: Yea, but who? Will you ask him?

Allan: Well, sure, if you want me to. I'll take on that responsibility.

Student Forum: Okay, Allan.

Mr. Carson: Yes, sir. That was self-reliance. The kind we can all use. It's hard work to become self-reliant. But these are the steps: assume responsibility, be informed, know where you're going, make your own decisions. Allan learned to do it, and he's certainly a happier and a better person for it. Will you develop the habit of self-reliance?

课文参考译文

Text A

成功的英语学习

语言研究表明,语言学习者可以做很多事情来促使自己成功。保持对语言及文化的好奇心,加强日常练习,英语语境中保证尽可能都使用英语,是获得成功的重要前提。

1. 设立明确、切实可行的个人目标。个人成功感取决于对英语的需求及你的需求是否得到满足。这不是个衡量进步的问题。如果你需要口语流利,那么笔记技能对你实现目标毫无帮助。如果你是想掌握商务信函写作的有效技巧,日常对话技能则无助于你实现目标。要时刻明确自身学习目标。掌握英语是为了偶尔交际呢,还是旅游,或接待外宾呢? 需要提高书面语和口头语的理解力么? 是为了职业目的学习英语写作么? 还是为准备上大学学习英语? 如果都是的话,目标则应为熟练掌握各方面技能。

学习外语一般很难达到炉火纯青的程度。很少人有学外语能学到外国人的程度。幸好,很少有人需要把英语学得像外国人那样样样精通。要明确个人现实目标。学习英语有各种各样的动机,你自己的动机即是你的目标。

2. 从实际出发,明确语言学习需要的时间。那些承诺英语速成的课程项目都是骗人的。语言学习是一个渐进的过程,在此过程中,成就与挫折、障碍并存。不同技能取得进步的速度会是不一样的。许多学生在输入性技能(阅读与语法分析)方面进步会比输出性技能(说与课堂笔记)快。假

如你学习英语的目标是提高语言熟练度,那么学习方案中一般包括为期至少九个月的精读英语学习。如果你的学习计划在短期的,且你的目标仅是提高、回顾,而不是熟练度,那么你可以在两周或再多几周时间内实现。

3. 明确自身学习风格。如果英语写作前听几遍英语陈述会让你学得更快,或看词语、表达的相关图片图示有助于你记忆词汇的话,那么就培养对你自己最有效的英语学习方法。优秀的老师认为学生在学习中须积极主动,他们会为你创造积极学习的机会把你和语言融合在一起。

4. 懂得一些语言学习的知识。牢记语言是一个复杂的按一定规则组合起来的音义体系。每个学生都要充分学习发音、语法和句子结构来理解英语。语言也是一种体现人类交际交往的行为方式。语言学习涉及动机、情感、自我意识及一系列的文化信仰。语言的内涵远远超出了音、词和语法的界限。当学习一种新语言时,你会产生“一系列的连续的近似等值”,即语言学习的每一次努力都促使有效沟通的日益实现。犯错是语言学习中不可避免的。不要畏惧语言或害怕犯错。学会放松,游戏语言是学习的一个重要组成部分。

5. 对自身学习负责。好教师是语言学习成功的一半。要对自己的学习负责,课堂上积极参与。在任何新环境下寻找使用新语言的机会与可能。乐于犯错并从中汲取营养。专注于个人目标、个人学习习惯、学习方法。畅享语言学习过程,洞察自身学习语言的內因,确定评判自身成功的方式。

(陈晓峰译)

Text B

英语的历史

英语属西日耳曼语支,由现在德国西北部和荷兰北部的各地日耳曼移民和罗马后备军队带入的英弗语支方言演变而来。最初,古代英语是多种方言的集合体,体现出盎格鲁撒克逊王国的多源性。其中的后西撒克逊语最终取得了主导地位。最初的古代英语受到两轮入侵的影响。第一轮是日耳曼语支中操斯堪的纳维亚语人的影响,他们在8、9世纪占领了英国部分领域并移居到该殖民地。第二轮是11世纪操古法语的诺曼底人的入侵,最终促使盎格鲁撒克逊语的产生。这两次入侵使英语在某种程度上成为一种混合式语言(严格地从词的语言学角度来说,它并不是一种真正的混合式语言。混合式语言是由操不同语言的人群居在一起时而产生的一种满足基本交流的语言)。

与斯堪的纳维亚人在一起群居,大大简化了英弗语支方言的语法结构,丰富了其词汇表达。后期法国诺曼底人的入侵使英语出现了越来越多的欧洲语系拉丁语词汇。法国诺曼底人的影响绝大部分是通过法庭和政府渗入的。由此,英语发展成为一种高度灵活、词汇丰富的借入性语言。

中古英语

1066年诺曼底人入侵后的约300年,法国诺曼底国王及高官贵族们只使用称为盎格鲁-诺曼语的法语。英语仍然只是普通老百姓的语言。当代各种资料表明诺曼底人入侵后的50年内,皇室以外的大多数诺曼底人已经转向说英语,但源于社会惯性的原因,法语仍然是政府和法庭的官方用语。例如,出生于1075年的历史学家奥尔德里克·维塔尔,诺曼底骑士的后裔,曾经说他仅把法语作为第二语言来学习。源于法语的词汇有着更为正式的内涵,这种倾向一直持续至今。现代说英语的人会认为“cordial reception”(源于法语)比“heartly welcome”(源于德语)更正式。另一个家常的例子是关于肉类的名称,如牛肉、猪肉(beef and pork)都是源于法语的boeuf and porc。产肉的这些动物都被以盎格鲁-撒克逊词来称呼,如cow and pig,也许是因为盎格鲁-撒克逊人饲养动

物,而诺曼底法国贵族是吃肉的原因吧。

尽管盎格鲁-撒克逊编年史持续到 1154 年,但这个时期的其他绝大部分文学作品都是用古法语或拉丁语创作的。大量诺曼底词汇进入古代英语,替代了古英语词汇如 **ox/beef, sheep/mutton** 等。在接下来的数个世纪中,诺曼底人的影响强化了语言中的这种变化,产生了今天我们所说的中古英语。变化的一项是英语语法中独特的以后缀“-ing”结尾的进行时态被越来越多地使用。这个时期,英语拼写也深受法语影响,将/θ/和/ð/音用字母拼写出来,而不再使用法语中不存在的古英语字母þ(thorn)和 ð(eth)。中古英语时代最知名的作家是杰弗里·乔叟,其最脍炙人口的作品是《坎特伯雷故事集》。

政治环境的变化及盎格鲁-诺曼语的衰退使英语文学作品更加受到人们尊敬,开始再次涌现。到该世纪末,甚至王室宫廷都已经开始使用英语。盎格鲁-诺曼语仅在有限的社交圈子里一直使用,它已经不再是一种活的语言了。

早期现代英语

现代英语是从产生于 15 世纪的“元音大迁移”开始的。以标准化的伦敦方言为基础的英语在政府、管理机构中广泛流行,加上标准化印刷的影响,英语产生进一步变化。到莎士比亚时代(16 世纪中后期),现代英语得到公认。

自文艺复兴后,英语一直在引入外来词,尤其是拉丁文和希腊语。(17 世纪拉丁文经常和原来的屈折变化一同使用,但后来都消失了)。词汇来自各种不同语言,英语拼写变化多样,导致发音错误的几率增大,但是古代形式的一些残留影响仍然在一些地方方言中保留,这种现象在西方国家中尤为突出。

(陈晓峰译)

Unit 2 The Butterfly's Struggle



Teaching Hours Suggested (6 classroom hours = 270 effective minutes)

Part One (70 minutes)

Part Two (105 minutes)

Part Three (85 minutes)

Part Four (10 minutes for Movie Appreciation)

Handy Tips for Teaching

2.1 Extension of high-frequency words or expressions

A. spirit (Para. 1 in Text A)

* **in spirit** 在内心;在精神上

He couldn't be here in person, but he is with us in spirit. 他虽然不能亲自到这来,但他的精神是和我们在一起的。

* **keep one's spirits (morale) up/raise (lift) one's spirits (morale)** 保持高昂的斗志,鼓舞某人的情绪

We sang as we marched, to keep our spirits up. 我们一边行进一边唱歌,来保持高昂的斗志。

The warm morning sun lifted our spirits. 早晨温暖的阳光让我们精神振奋。

* **in good (high)/low (poor) spirits** 情绪高涨/低落

She isn't in the best of spirits today. 她今天的精神状态不佳。

* **approach sth. in the wrong/right spirit** 以错误的(正确的)态度对待某事物

You are approaching these legends in the completely wrong spirit by trying to treat them as history. 你试图把这些传奇故事看作史实,这是完全错误的。

* **get into/enter into the spirit** 全身心地投入活动

He entered into the spirit of the occasion by dressing as a pierrot. 他打扮成丑角的模样全身心地投入了这个活动。

B. duty (Para. 3 in Text A)

* **carry out (do; fulfill; meet; perform) one's duty** 尽职,奉职,履行职责

She was fired for not performing the duties outlined in her contract. 她因为没有履行合约中规定的职责而被解雇。

* **do duty for sth.** 起……的作用,充作或当作另一事物的代替品

Let's roll the log up to the fire; it can do duty for a bench. 让我们把这圆木滚到炉火边,它能当凳子用呢。

* **in the line of duty** 在执行任务时