

中等专业学校英语系列教程

ENGLISH 精 读

(上、下册)

INTENSIVE READING

教师用书 Teacher's book

主 编 李秀芹 王淑云 王守廉



天津大学出版社

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前 言

《中等专业学校英语系列教程》是参照国家教委审定批准的《大学英语教学大纲》和《中学英语教学大纲》编写的一套系列英语教程。

本系列教程从我国中等专业学校英语教学实际出发,从各方面保证各类中等专业学校的通用性,适用于各类中专学生、职业高中学生、高等专科学生、各类相应水平的业余英语班学生以及具有中等英语水平的广大自学者。

本系列教程分精读(上、下册)、泛读(上、下册)、听力(上、下册)、语法与练习(上、下册)四种教程。精读和听力教程均配有清晰的录音磁带。精读教程配有教师用书,以便供教师备课时使用。

本系列教程的四种教程均有各自的课型特点,自成体系,循序渐进,相互配合,形成一个整体,有助于学生打好英语基础,提高听、说、读、写、译和自学能力。

本系列教程强调语言的功能意念和语言的共核。注意基础、重点词汇和语法结构教学。

本系列教程选材力求做到思想内容健康,语言规范,题材广泛,体裁多样,具有趣味性、知识性和科学性。

使用本系列教程时,应以精读为主,其他兼顾。教学时要从课文内容出发,充分利用课文所提供的背景,着重培养学生的理解能力和运用语言能力。要着重语义教学,切不可离开上下文孤立地去讲语言点,否则就违背本系列教程的编写原则,达不到预期的教学效果。

由于我们水平有限,书中缺点和错误在所难免,希望使用本教程的同志们批评指正。

编者

一九九五年十二月

使用说明

本书是《中等专业学校英语系列教程》中的精读(上、下册)的教师用书,供教师备课时参考使用。

本书内容包括精读(上、下册)各课的教案建议、会话背景材料、课文译文以及练习参考答案。

各课的教案建议主要是按照以下几部分编写的。

1. 背景材料包括有关课文的作者简介及文化、社会和风土人情等背景知识。

2. 导言主要是课文内容简介。

3. 语言点包括对课文中的重点词汇、习语及疑难句型的注释。

4. 补充练习为教师提供课文中的重点词汇、短语及句型的英汉互译训练。

教师在具体安排教学活动时,可根据教学实际情况有选择地使用上述内容。

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Book I

Lesson One

I. An introduction of the text

The text we are going to learn is about how to learn a language. A second (foreign) language is very useful, but a little bit hard to learn. It is not used as often as our mother tongue, so if we want to learn it well, we should do as a little child, that is, listen to it first, then imitate it and read, spell and write it later. The best way for us to learn a foreign language is to use it all the time.

I. Explaining the language points

P1. In schools all over the world boys and girls are learning foreign languages.

all over 遍及 常用词组有 all over the world, all over the country.

e. g. He has travelled all over the country.

Can you travel all over the world in 24 hours?

In France we ought to be able to speak French.

be able to 能, 能够 (表示“能力, ability”)

e. g. I'm able to play football.

John was able to swim across the lake.

* 注意 can (could) 和 be able to 的区别, 两者均可表示“能力”、“能够”, 但 can 的意义更广泛, 可表示“允许”, “可能”、“大概”。

e. g. I can (able to) play football. (能力)

He said that I could use his car. (允许)

Can he still be alive after these years? (可能)

He can't be at home. (大概,可能性)

... and in Germany people will expect us to understand German.

expect sb. to do sth. 期望某人能做某事

expect 后常跟复合结构。

e. g. I expect John at home at 6 : 00.

Do you expect me to stay for another hour?

P2. There are about fifteen hundred.

about *ad.* 大约、差不多

e. g. about 8 : 30 about 1500 people

Many people use it, not only in England and the U. S. A. .
but in other parts of the world.

not only... but (also) *conj.* = both... and 不仅... 而且
(可连接句中任何成分)

e. g. Not only teachers but students can use the computer
in the lab.

He not only read the book but also remembered
what he had read.

About 200 000 000 speak it as their own language.

as *prep.* 引导 their own language. 作宾语补足语

as 引导宾语补足语常用于某些动词后, 如 look at , re-
gard, think of , take 及类似意义的动词后。

e. g. Most people looked upon him as a fool.

I was regarded as their best friend.

It is difficult to say how many people are learning it.

to say... 是不定式作逻辑主语, it 为形式主语, 这种结构

在英语中很常见。

e. g. It is easy to learn your own language.

It is important for us to study English.

Many millions of schoolboys and schoolgirls are trying to do so.

1) millions of

million n. 百万 millions 可泛指“大量的”

2) try to do sth 努力去做某事

3) so 指前一句提到过的 learning English.

P3. An Englishman can usually find someone in almost all parts of the world who is able to talk to him in either English or French.

1) 此句为复合句。who 引导定语从句，修饰 someone 并在从句中作主语。

2) in almost all parts of the world 是全句的地点状语。

3) in all parts of the world = all over the world

P4. Which is the best way to learn a language?

不定式 to learn a language 作 the best way 的定语。被 only, last, next, 序数词或最高级修饰的名词常用不定式做定语。

e. g. He's always the last to leave the classroom.

He is not the best one to do the job.

The next time for us to meet is May 1.

She was the only one in the family to survive the earthquake(地震).

We should remember that we all learned our own language well when we were children.

在 that 引导的宾语从句中 when we were children 作时间

状语。

If we could learn second language in the same way, it would not seem so difficult.

- 1) 非真实条件句(即虚拟语气)表示与现在事实相反。
虚拟语气中,从句用一般过去式,主句用 should/would/could/might 加动词原形。

e. g. If I had a bike, I would lend it to you.
(but I haven't a bike)

- 2) difficult 后省略了逻辑主语 to learn the language.
Think of what a small child does.

- 1) 此句为祈使句

- 2) think of 想象 = imagine 此意常用于祈使句。

e. g. Just think of the danger.
想一想那有多危险。

- 3) what 引导宾语从句,并在从句中作 does 的宾语。
It listens to what people say, and it tries to imitate what it hears.

- 1) it 指 the child, 英语中 baby. child 常用 it 指代,不分性别。

- 2) 两个 what 引导宾语从句,分别在从句中作 say 和 hears 的宾语。

When it wants something, the child has to ask for it.

- 1) when 引导时间状语从句。

- 2) want + n 需要,要

e. g. The boy wants milk.
The room wants cleaning.

- 3) ask for sth 要某物

It is using the language. talking in it and thinking in it all

the time.

all the time 一直

e. g. I looked all over the house for the book, but it was
in my bag all the time.

Did you wait for me all the time?

If people had to use a second language all the time
they would learn it quickly.

此句为虚拟语气。

P5. It is important to remember, also, that we all learn our own
language by hearing people speak it, not by seeing what
they write:

1) 宾语从句中的 all 是 we 的同位语。

e. g. We all want to go.

Take it all.

2) 宾语从句中 by 引导方式状语。

3) hear 后常跟不带 to 的动词不定式作宾补, 同类的动
词还有 see, watch, notice 等。

e. g. I can hear him sing in the room.

He saw a dog run after a cat.

In school, although you learn to read and write as well as to
hear and speak, it is best to learn all new words through the
ear.

1) Paraphrase: We can learn the new words when we
read and write them. We can also learn
them when we hear and speak them, but
the best way for us to learn the new
words is by hearing them.

2) although 引导让步状语从句, 主句是 it is best to

learn.

3) as well(as)也...除...之外,和...并...

e. g. He gave me money as well as advice.

Give me those as well.

He wanted to buy a parrot, a bird which we can teach to speak.

which 引导定语从句,并在从句中作 teach 的宾语。

P7. Here's a fine one.

1) 此为倒装句。here 位于句首时,如主语为名词,主语须与动词倒装,如主语为一代词,则不倒装。

e. g. Here comes the bus.

Here it comes.

Here is something interesting.

Here we are.

2) fine *adj* = good

P8. But a few days later he took it back to the shop.

take ... back 带回

e. g. I'll take my cat back home.

These stories took him back to his childhood days.

"That bird can't talk," he complained.

complain *vi.* (of, about) 抱怨

e. g. She complained of his carelessness.

He likes to complain about everything.

III. Assignment

1. Do the exercises in the book.
2. Memorize the following words and phrases:
all over, be able to, expect sb. to do sth.
not only... but also, all the time, complain

IV. Practice

all over

- 1) 小男孩遍体鳞伤地回到家。

The boy came back black and blue all over.

- 2) 找遍了教室,我也没发现我的钥匙。

I looked for my key all over the classroom, but I didn't find it.

- 3) 全世界的人们都知道 Edison 是个大发明家。

People all over the world know that Edison was a great inventor.

- 4) 全国各地的孩子们都在学英语。

Children are learning English all over the country.

expect sb. to do sth.

- 1) 我父亲希望我能成为医生。

My father expected me to be a doctor.

- 2) 他们希望我星期天也工作。

They expect me to work on Sundays.

- 3) 我希望我们班能赢你们班。

I expect our class to beat yours.

- 4) 你别指望他能多干。

You can't expect him to do more.

not only... but (also)

- 1) 他不仅会讲英语而且会讲法语。

He can speak not only English but also French.

- 2) 你和我都该学习计算机。

Not only you but I should learn the computer.

- 3) 他不仅会唱歌,还会跳舞。

He can not only sing but also dance.

- 4) 我们不仅从书本而且从实践中学知识。

We learn knowledge not only from books but from practice.

all the time

- 1) 我一直在找你。

I'm looking for you all the time.

- 2) 他学习一直都很努力。

He has been studying hard all the time.

complain

- 1) 他从不抱怨。

He never complains.

- 2) 他总抱怨没有时间休息。

He always complains of not having enough time to rest.

- 3) 我们没有什么可抱怨的。

We have nothing to complain about.

- 4) 学生抱怨教室外太吵闹。

The students complained of the noise out of the classroom.

V. Situation of the dialogue

It's the first day of the term. Mary is talking to Helen. Helen is a new student. Today is her first day. Mary is friendly and helpful. She is helping Helen to settle in.

VI. Translation of the text

第一课 学习语言

全世界所有在校的孩子都学习外国语。人人都通晓本族语。但外语也用处不小,特别是当我们到国外旅行时。在法国,我们就该讲法语,而在德国我

们应听得懂德语。

世界上到底有多少种语言呢？大约有 1500 种。但其中许多是不太重要的。英语是世界上最重要的语言之一。不仅在英、美，而且在世界各地都有众多的人使用英语。大约有两亿人用它作本族语，还有两亿人用它作第二语言。很难说到底有多少人在学英语，成千上万的学生都在努力学习它。

英国的孩子学习法语。法语也是一种很重要的语言。英国人常发现几乎世界各地都有人能使用英语或法语与他交谈。

学习语言的最好办法是什么呢？我们该记得我们小时候是如何学会本族语的。如果我们能用同样的方法学习第二语言，大概就不会像现在这样学起来那么困难。想想一个小孩子是怎样做的吧。他听人们讲，然后应试着模仿他所听到的。当他需要东西时，他就得开口。他整天使用这种语言，讲这种语言，还要用这种语言去思维。如果人人都得一直使用第二语言，就会很快掌握它。

记住这一点非常重要。我们是通过听人们讲，而不是通过看人们写才学会本族语的。我们模仿我们所听到的。在学校里，尽管你学习读、写、听、说，但学单词的最好方法是通过听，然后才是读、拼、写。

一次，一个结巴去一家鸟店，他想买只鹦鹉，一种人可以教它说话的鸟。他对店主说，“这... 这... 这儿有那种会... 会... 会说... 说... 说英语的鹦... 鹦... 鹦鹉吗？”“是的，先生，”店主说，“这一只相当不错，您说什么，他都懂。”

所以那人就买下了那只鸟，但几天后，他又把鸟退回来了。

“这... 这... 这只鸟不... 不... 不会说... 说... 说话。”他抱怨道，“它光... 光... 光结... 结... 结巴。”

连鸟都听什么说什么。

VI. Key to the exercises

(I) Understanding the text

1. 1) b 2) c 3) c 4) a 5) b

(II) Vocabulary

- | | | |
|-----------------|-----------------|---------------|
| 1. 1) seems | 2) asked for | 3) imitate |
| 4) either... or | 5) be able to | 6) as well as |
| 7) ought to | 8) take... back | 9) through |