

COMPLETE
ENGLISH

〔英〕B.G.Thorpe 方宜慶 譯注

2

最新英國初級英語

〔英漢對照〕



●优美的文笔●规范的语言●

●理想的教材●自学的范本●

Complete English

最新英国初级英语

[英汉对照]

第 二 册

[英] E. G. Thorpe

芳宜庆 译注

中国科学技术大学出版社

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译 注 者 序

这套由伦敦海涅曼教育出版社出版的“英国初级英语”(COMPLETE ENGLISH, Books 1-6)是为以英语为母语的英国学生编写的初级英语语文课本。该书从1962年初版以来,十几次重印,一直沿用至今,是广泛使用于英国小学的优秀传统教材之一。

该书课文均为节选的名篇佳作,取材广博。书中一曲曲美丽的异国风情,一个个发生在海角天涯的动人故事;象万花筒一样,向我们展示了大千世界中许多我们尚感陌生的绚丽多彩的图画。语言生动流畅,许多片段读起来象诗一样朗朗上口,余味无穷,给人以美的享受。

每篇课文后附有以提高学生语言使用能力为主要训练目的而设计的三类习题(详见原序)。第一部分为阅读理解题,由浅入深地启发学生的思维,围绕课文组织讨论。第二部分为语言小结,紧扣课文,归纳总结性强。语法点的总结简明扼要,重点放在词汇的拼写,语义辨异、分类,词的搭配和造句练习上。第三部分为习题,注重引导学生查阅工具书和参考资料,培养学生对语言现象(首先是词汇)的独立的总结能力。如果说我国初级英语教学的最大成功之处是语法结构的教学,那末,本书注重词汇训练的编写思想和丰富的词汇练习手段对改进我国的英语教学无疑是一个很好的启发。

这套优秀的英国小学语文教科书,显然也是我国大、中学生和其他广大英语爱好者学习英语的极好的教材。

为了方便我国学生进行两种语言的对比学习与研究,我

们给课文配上汉译和注释,增设了汉译英练习,并配齐了练习答案。

本书译注本的第1—4册可供我国初三、高一、高二、高三学生阅读,第5—6册可供大学英语第一级和第二级学生阅读。每册课文中词汇和短语的注释均参照国内学校各级的英语教学词表决定取舍。

第二语言习得的研究告诉我们:英语学习者在完成基本的语法框架学习之后,英语学习的成败,在很大的程度上取决于学习者能否积极地扩大词汇量,在语言实践中不断提高词汇的联想能力,进而提高词汇搭配的联想能力。译注本中补充的汉译英练习,正是为了帮助学生更好地消化课文中丰富的语言材料,提高学生词汇的使用能力而设计的。

本书亦为中学和大学的英语教员以及语言学研究工作者进行以英语为第一语言和第二语言的教材设计,语言习得的对比研究提供了不可缺少的资料。

目前,市面上各类英文教科书、阅读材料和考试复习资料可谓汗牛充栋,但是,经典的优秀英语教科书,尤其是初级和中级的优秀英语教科书似不多见,而较系统地介绍以英语为母语的优秀的中小学英语教科书,在国内则可能是第一次。如果这套译注本的出版能为促进我国的英语教学发挥一点作用的话,笔者当为之感到莫大的荣幸。

由于时间匆促,笔者见闻有限,译注中疏漏误谬之处在所难免,乞望英语界老前辈,同行学者和广大读者不吝赐教扶正为感。

译 注 者

1990年9月

于中国科学技术大学

原 序

这套六册英语教程包括下列初级英语学习内容：阅读理解、语言小结和资料研究（拼写、词汇、查字典和专题小结等）。许多教师认为：学龄儿童应该在学校里根据他们的能力接受学习训练，要使他们在这些生动有趣的学习过程中享受乐趣，要鼓励他们尽可能多地独立钻研，熟练地查阅字典、地图册、参考书等学习资料。力图体现广大教师们的这一教学思想，乃本书的编写宗旨。

第二册适用于一年级快班学生和二年级慢班学生。本册有30套练习，每套练习分成三部分：阅读理解，语言小结和资料研究。

第一部分，阅读理解（即短文和诗歌问答）有A、B两类问题，A类较容易，B类较难。

这一部分为学生节选了生动有趣的优秀散文和诗歌，选材广泛，博采各家之长，要求学生围绕习题悉心研读思考。

本书的后半册（第16—30课）中，每课的A类阅读理解题由前半册的每课6题增加到8题。

第二部分，语言小结（即本册的“词汇学习”），主要是围绕课文内容设计的。对各课的语法要点予以归纳总结，反复操练，重点帮助学生纠正常见的语法和拼写错误，扩大词汇量，进一步提高使用语言的能力。

第三部分，资料研究，重点引导学生总结词汇的拼写和使用中的共性错误，熟练使用字典，此外，还有一些简单的

研究专题。这一部分有四类习题：(1) 容易混淆用错的字（如同音异义词、同形异义词、同形同音异义词、拼写相近的词等）。(2) 查阅字典，然后用所查阅的词做造句练习。(3) 根据课文的有关内容进行专题小结。(4) 词汇小结。

每套练习第二、三部分的主要内容用标题形式排列在全书的目次中。

Preface

This six-book English Course covers the following Junior School English: Comprehension, Language and Research (Spelling, Vocabulary, Dictionary work and Topics). It is intended for the consideration of teachers who believe that pupils come to school to work to the limit of their ability, that they should enjoy so doing through the provision of interesting work and that they should be encouraged to find out for themselves as far as possible by confident use of dictionary, atlas, reference books, etc.

Book Two is for 1st Year Junior quicker pupils and 2nd Year slower pupils. There are thirty exercises, each divided into three parts: Comprehension, Language and Find Out.

Part I, *Comprehension* ("Questions about the Story/Poem"), has two sections: A (fairly easy), and B (more difficult).

The aim has been to present interesting, well-written passages of prose and poetry from a wide variety of authors and to set questions which require thought on the pupil's part.

The number of questions is increased halfway through the book, from A6, B8 to A8, B8.

Part II, *Language* ("Working with Words"), arises as far as possible from the Comprehension passage. The essential points of Grammar at this stage are covered, with constant revision

throughout. Particular attention is given to common grammatical and spelling errors, increase of vocabulary and increased facility in the use of Language.

Part III, *Find Out*. Emphasis is laid on common errors, spelling, vocabulary and use of a dictionary, together with simple research. There are four sections; (1) Words which cause confusion (homonyms, similar spelling, etc.). (2) Dictionary work. The words when found should be used in "own sentences". (3) Research on a topic connected with the Comprehension passage. (4) Vocabulary research.

The main topics dealt with in Parts I and II of each exercise are listed in summary form on the contents pages.

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1. *The First Race*

It was time for the first race. The race-horses were ready to start. Whish, whoosh! Away ran Dobbo to join them.

The race-horses were just starting. Farmer Smith shouted. All the people shouted. Some people laughed. Bill the Bull looked over the fence and laughed. Dobbo took no notice. He was a race-horse now.

The race-horses ran like the wind. How fast they ran! Poor Dobbo was left far behind. He could not catch them. He ran as fast as he could, but he could not catch them.

His heart went thump, thump, thump. He was out of breath. His legs ached. Oh, how tired he was!

At last he came to a stop, a long way behind the other horses. He could hear people laughing at him.

"Just look at that cart-horse," they said. "He thinks he is a racehorse. How silly he is!"

Then Dobbo knew he would never be a race-horse. He was too big and heavy. He was only a cart-horse. He would never be really important.

From *Dobbo* by E. G. Thorpe

[译文]

第一次参加赛马

第一次参加赛马的时间终于来临了。这些职业赛马已各就各位，马上就要起跑了。

只听得噻——噻——的一阵响声，多布飞跑着加入了职业赛马的行列。

这些职业赛马刚一冲出起跑线，农夫史密斯就为之喝彩。所有的观众也都喝彩起来。人们笑了起来。站在栅栏外观看比赛的公牛比尔也笑了起来。多布全然没有理会这些。他现在已经是一匹职业赛马了。

职业赛马跑起来象风一样快。他们跑得真是快极了！可怜的多布很快就落在后面。他赶不上他们。多布拼命地奔跑，可就是赶不上他们。

多布的心砰砰直跳。他简直跑得上气不接下气，腿也跑痛了。唉呀，他真是跑得累极了！

多布终于停了下来，他远远地落在其它马的后面。他听到人们对他的嘲笑声。

人们说，“你们看看那匹只会拉车的马吧。他还以为自己可以成为一匹职业赛马呢！这马多傻呀！”

这时，多布意识到他再也不能成为一匹职业赛马了。他太肥胖，太笨重了。他只能当一匹拉车用的马。他再也不会受到人们的器重了。

[注释]

1. whish [hwɪʃ] *n.* 噻噻声
2. whoosh [hwuʃ] *n.* 嘶嘶声
3. bull [bʊl] *n.* 公牛

4. thump [θʌmp] v. 砰砰地跳
5. breath [breθ] n. 呼吸; out of breath 上气不接下气
6. ache [eɪk] v. 痛
7. come to a stop 停下来
8. cart [kɑ:t] n. 大车
9. silly ['sɪli] a. 傻的, 愚蠢的

[练习]

Questions about the Story (课文问答)

A 1. Which race was it;

the first, second, third or last?

2. Dobbo was a (bull, horse, cat, ~~farmer~~). Which?

3. The farmer's name was Mr. (Jones, Bull, Smith, Bill). Which?

4. What did the people do?

5. What did the bull do?

6. Why did Dobbo run after the race-horses? Choose one of these answers:

He felt frisky. His master told him to run. He wanted to be a racehorse.

B1. Which kind of horse was Dobbo;

a race-horse, a cart-horse, a Shetland pony or a circus horse?

2. (a) Who ran fast? (b) Who ran slowly?

3. Why could Dobbo not run as fast as the race-horses?

4. Why did everyone laugh at Dobbo?

5. Why do you think it was very unkind of them to laugh at him?

6. Who do you think was Dobbo's owner?

7. Why do you think Dobbo thought the race-horses were very important?

8. What do these words mean;