

高等学校试用教材

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# 英 语 ENGLISH

(英语专业用)

上海译文出版社

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第 二 册

上海外国语学院英语系编

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(附答案)

## 前 言

这套教材共四册，供四年制大学英语专业一、二年级学生使用。本书是这套教材的第二册，教学对象是当前入学时已具有一些英语基础的学生。通过教学，要求学生在听说能力方面得到充分的训练，能就日常生活题材正确地进行会话，并在大量听说的基础上培养读、写的技能。

根据多年来英语教学中的经验教训，并参考了国外语言学和外语教学法各种流派的发展情况，我们编写了这册教材。其编写原则概述如下：

(1) 本书的布局根据语法句型进行编排。第一、二册由浅入深、循序渐进地介绍了最基本的语法句型结构，为升入二年级学习较为系统的语法知识打好基础。

(2) 句型不是通过机械性的单句操练进行介绍，而是溶化在有情景的对话或短文中，力求使学生在操练句型时就学到现实生活中有交际价值的语言。

(3) 在全书的句型安排上，我们打破了一些典型结构派教材的框框，把某些具有相同功能的语言点适当集中。有些句型在结构上可能较难，可是交际价值高，提前出现对语言训练有好处，我们就先予介绍。对于交际价值不高的，我们就不介绍或少介绍。

(4) 我们认为，在基础阶段，用翻译对比法进行外语教学是不适宜的，学生往往会受到本族语的干扰，影响熟练运用外语的能力，但也并不完全排斥翻译对比。对于某些中国学生在学习时特别容易搞错的地方，我们在注释中适当运用了英汉对比，使学生能确切地理解和掌握所学内容。

现将每一课书的各个组成部分及其教学目的、要求分述如下：

(1) Language in Context (语言活用)：这是每一课书的

核心。要求学生通过听说训练熟练掌握各个情景对话(或短文)中提供的语法句型。本书提供的情景对话(或短文)只不过是一个模式。教师可根据不同情况设想出更多的情景,供学生操练句型之用。必须精讲多练,使学生通过反复操练真正掌握不同的句型。

(2) Text (课文): 课文应在学生反复操练句型后再学,让他们进一步领会所学句型在各种情景中的灵活运用,以复习巩固、加深理解。在教学处理上,课文应该是从属于操练的,而不应该看作一课的中心。

(3) Notes (注释): 主要供学生参考使用,教师不必详细讲解,更不必另行补充理论知识。

(4) Oral Work (口头练习): 这里提供一定数量的口语复习材料,供学生灵活运用本课学到的语法句型和其他语言材料。

(5) Written Work (笔头练习): 这部分练习应该在大量反复听说训练的基础上做,目的是进一步巩固复习。要求学生熟练运用所学词汇、句型和表达方式进行书面作业,切忌漫无边际地自由写作。

由于学生在入学前一般已学过一些英语,接触过一定数量的词汇和短语,本书 Oral Work 和 Written Work 中的用词比较灵活。

(6) Intonation, Rhythm and Pronunciation (语调、节奏和发音): 这一部分以若干有代表性的语言材料,较系统地介绍了最基本的语调、节奏和发音知识,使学生在这方面有一些初步的感性认识。其中的例词、例句大多是已学过的词汇、短语和句型,但也有一些材料超出了所学内容。这些材料仅仅用于语调、节奏和发音的训练,其中新的词汇、短语和句型不要求学生掌握。

(7) Language Points (语言要点): 这一部分扼要归纳本课的重点语法句型。除了供教师备课和学生复习使用之外,还可以用作换词练习的模式。

(8) Words, Phrases and Expressions (单词、短语和表达

方式):第一次出现的单词、短语和表达方式按照出现先后的次序排列,不加汉译,也不鼓励学生用汉语标注词义。希望学生记住它们在本课中出现在什么样的句子中,以及这一句子用在什么情景和什么上下文之中。

全书使用的单词、短语和表达方式(除 Intonation, Rhythm and Pronunciation 一部分中的以外),按字母顺序列在书末,标注音标、词义和出现的课次,供参考使用。

参加本书编写工作的有:李观仪、关可光、赵九龄、史颂权、颜一德、朱炳荪、陈文达等同志。插图由王志伟、龙纯立等同志绘制。

本书初稿完成后,有关方面的同志帮助我们审阅了全书,提出了许多宝贵意见,谨此致谢。

在编写过程中,我们参考了一些国外教材,有些例句和语言材料采自这些教材。

本书的编写原则和使用要求是否行之有效,尚待教学实践来检验。希望使用本教材的广大师生提出宝贵意见。

上海外国语学院英语系

一九七九年八月

## Contents

<b>Lesson One</b> .....	1
1. Do you know what it means?	
2. I don't know whether Zhu Ping is going to Beijing.	
Text: An Unwelcome Guest (Part I)	
<b>Lesson Two</b> .....	18
1. She said (that) she had seen the film.	
2. He asked if Peter would stay for another two days.	
Text: An Unwelcome Guest (Part II)	
<b>Lesson Three</b> .....	36
1. What were you doing at this time yesterday?	
2. We had done it by Monday.	
Text: A Red Army Man's Cap	
<b>Lesson Four</b> .....	56
1. The model ship is called a freighter.	
2. The work will be done by machines.	
Text: Bruce and the Spider	
<b>Lesson Five</b> .....	72
1. I can (not) / could (not) swim across the river now / before.	
2. He is (not)/ was (not) / will (not) be able to read and write English now / before / next year.	
3. — Can / Can't I take the medicine at bedtime?	
— Yes, you can. // No, you can't / musn't.	
4. — Need you go?	
— Yes I must. / No, I needn't.	
5. — Do you / Does he have to go straight away?	

- Yes, I do / he does. // No, I don't / he doesn't.
6. — Shall I warm up this soup?
- Yes, please. // No, you needn't./Please don't bother.

Text: Doing My Bit for My Country

**Lesson Six** ..... 92

1. Does Peter drive to work?
2. Kids are easy to teach.
3. Cycling is enjoyable.
4. He enjoys repairing things.
5. Do/Would you mind my smoking in here?
6. I can't stop to go/working.
7. I remembered to lock/locking the door.

Text: The Great Pyramid

**Lesson Seven** ..... 112

1. The novel (that) I am reading is wonderful.
2. The man who came yesterday was my twin brother.

Text: Columbus

**Lesson Eight** ..... 130

1. It snowed/It is cold/It is a long way from here.
2. It is important (for us) to have a lot of listening practice.
3. It was Lesson Seven that we learned yesterday.

Text: Practice Makes Perfect

**Lesson Nine** ..... 147

1. We've got everything ready so that the lecture can begin promptly.
2. We found them so funny that we couldn't help laughing.



3. I usually go for a swim unless it rains.
4. Though she has had difficulties, she has always tried her best.

Text: A Most Enjoyable Evening

Revision (I) ..... 168

Lesson Ten ..... 177

1. The book must be returned to the library at once.
2. Lunch is being cooked.
3. They say (that) Xiaoming has mumps.

Text: A British Pilot During World War II

Lesson Eleven ..... 195

1. We have nothing/not anything cheaper than this.
2. There is someone more suitable than this.
3. The more it rains, the muddier the road gets.
4. The history of plastics is longer than you might expect.

Text: Plastics —Man's Most Useful Material

Lesson Twelve ..... 213

1. I'll be going to a meeting tomorrow.
2. He'll have finished the book by then.

Text: A Lecture About the Future

Lesson Thirteen ..... 230

1. If I were a teacher, I would teach English.
2. If he had a carpenter's tools, he would make a book-case.
3. If they worked harder, they could do much better.
4. If I could be anything I liked, I would be a space-man.

Text: How Far Is the Sun from the Earth

**Lesson Fourteen** ..... 244

1. I shall never forget the day when I attended my first League meeting.
2. That is the very place where we first met.
3. There are some students whose interests are rather narrow.
4. He is the man (who) you talked with yesterday.

Text: Running for Governor

**Lesson Fifteen** ..... 266

1. I saw him sitting on the doorstep.
2. I saw him go into the room.
3. We must make him do it.
4. I'm going to have my watch cleaned.
5. He found the story unusual.

Text: Saturday Afternoon

**Lesson Sixteen** ..... 285

1. There may/might/must //be/have been something wrong with the machine.
2. There can't/couldn't //be/have been anything wrong with the machine.
3. He may/might/must //be/have been in the reading-room.
4. He can't/couldn't //be/have been in the reading-room.
5. You ought (not) to do it.
6. I used to/usedn't to/didn't use to/never used to go in for sports.

7. — Did you use to/Used you to go in for sports ?  
— Yes, I did/I used to. //No, I didn't/usedn't to.

Text: The Fall of Troy (Part I)

**Lesson Seventeen .....305**

1. What we needed was more time.
2. This is what he painted.

Text: The Fall of Troy (Part II)

**Lesson Eighteen .....325**

1. If the shower had not stopped, we would have to find shelter.
2. If he had been invited, he would have come.

Text: Penicillin—One of the Greatest Discoveries Made by Man

**Revision (II) .....344**

**Words and Phrases .....356**

**Irregular Verbs.....415**

## Lesson One

### Language in Context

#### I

1. Wang: Do you know how to spell the word "robot"?

Li: Yes, I do. It's spelt r-o-b-o-t.

Wang: Good. Do you know what it means?

Li: Yes. A robot is a manlike machine.

2. Zhang: Do you know whether Zhu Ping's going to Beijing?

Li: Yes. She's leaving on Saturday. Do you know how she's going?

Zhang: By plane, of course. Am I right?

Li: Yes. Do you know who she's going with?

Zhang: No, I haven't the faintest idea. Who?

Li: Me.

3. A: Will you tell me how to operate this machine, please?

B: Certainly. Push the red button and the machine will start running.

A: And please tell me which button I press if I want to shut it off.

B: The white one.

4. Stranger: Excuse me, could you tell me if there's a post office near here?

Zhang: Yes, there's one two blocks away on your left.

Stranger: Thank you. Could you also tell me when it closes? It's already five.

Zhang: Oh, it stays open until six.

5. Fan: Let's go and ask Xiao Wang what time the basketball match starts this evening and where it is.

Zhang: I know. At 6:30 in the gym.

Fan: Do you know who we are playing?

Zhang: The Fudan Team, I hear.

6. Zhang: Have you asked Miss Blake if she's going to give us a test?

Wang: Yes, I have. And I have asked her how many lessons it'll cover.

Zhang: Oh, I know that, but have you asked her how long the test will be?

Wang: Yes. It's going to be an hour, she said.

7. Li: What does the weather forecast say today, Xiao Wang?

Wang: Cloudy with occasional rain, but it'll be fine tomorrow.

Li: Does it say what kind of weather we're

going to have the next few days?

Wang: Yes. It says we're going to have a spell of fine weather.

8. Zhang: I met Zhu Ping an hour ago.

Wang: Did you? Did she say why she wasn't at the meeting yesterday?

Zhang: Yes. She said she went to the dentist's because she had a bad toothache.

Wang: Did she tell you why she didn't ask for leave beforehand?

Zhang: Yes. She said she'd looked for you but couldn't find you.

## II

Doctor: Hello, Miss White. How's the patient?

Nurse: He's awake and he's been asking questions.

Patient: Am I in hospital?

Doctor: What's he asking? He's speaking so softly I just can't hear him.

Nurse: He wants to know if he's in hospital.

Doctor: Tell him he is.

Nurse: Yes, you are.

Patient: Has there been an accident?

Nurse: He asks if there's been an accident.

Doctor: Tell him there has.

Nurse: Yes, there has.

Patient: I've been badly hurt, haven't I?

Nurse: He thinks that he's been badly hurt.

Doctor: Tell him he hasn't.

Nurse: No, you haven't.

Patient: I beg your pardon?

Nurse: The doctor says you haven't been badly hurt.

Patient: Will I be in hospital long?

Nurse: He wants to know if he'll be in hospital long.

Doctor: Tell him not very long.

Nurse: No, not very long.

## Text

### An Unwelcome Guest

#### (Part I)

*(Jane is sitting in her office typing. She is secretary to Mr. Steed, editor-in-chief of The Daily Gazette. The door opens and S. P. Yopus strides in.)*

Yopus: I'd like to have a word with Mr. Steed, please.

Jane: I don't know if Mr. Steed is free to see you now, sir.

Yopus: Er... what exactly do you mean by that?

Jane: He's just back from abroad and he's briefing the editors in his office.

Yopus: I see. But does his secretary always decide when he may see visitors?

Jane: I'm sorry, but I have orders not to interrupt him.

Yopus: Never mind that. Just tell him who it is. He'll see me all right.

Jane: May I know who you are, then, sir?

Yopus: You don't know? I'm S. P. Yopus, the well-known writer on world problems. I'm a friend of your country.

Jane: I'll see what I can do, Mr. Yopus.

Yopus: Hurry up, then.

Jane: Shall I tell Mr. Steed what you've come to see him about?

Yopus: My business is with Mr. Steed, not with his secretary. Tell me at once which is his office.

Jane: I'm sorry, Mr. Yopus, but ...

Steed: (*Enters*) What's up, Jane?

Jane: This Mr. Yopus here ...

Yopus: Hello, Mr. Steed. I'm S. P. Yopus, author of *Peace for the Whole World* and many other books. I'm sure you've heard of me.

Steed: Well, the name seems to ring a bell. Oh, yes, I remember now. You tried to buy some photos from one of our reporters, didn't you?

Yopus: That's right. I heard that your reporter Mr.



Jones had taken masses of fantastic photos during his Pacinia tour last year.

Steed: And you got in touch with him by phone and told him that you were very much interested in those photos, didn't you?

Yopus: Yes. And I told him that I was willing to pay for them.

(To be continued)

## Notes

1. Do you know *how to spell the word "robot"*?

类似的例子:

I don't know *what to say*.

Mary hasn't yet decided *when to leave for Beijing*.

Will you tell me *where to get this dictionary*?

*how to ... , what to ... , when to ... , where to ...* 等带疑问词的不定式短语常用在 *know, tell, ask, show, teach, learn, decide, forget* 等动词后面。

2. Do you know *what it means*?

比较下面各组句子中斜体部分的结构:

- 1) Do you know *what it means*?

*What does it mean?*

- 2) I know *how she's going*.

*How is she going?*

- 3) Please tell me *which button I press*.

*Which button do I press?*

- 4) I've asked her *how many lessons it'll cover*.

*How many lessons will it cover?*