



许国璋《英语》

(附:自学辅导)

许国璋 主编

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92年重印本)

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许国璋《英语》

(附:自学辅导) 1992年重印本

第三册

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本书供高等学校英语专业二年级上学期使用。

参加本书编写工作的,除主编外,还有北京外国语大学英语系刘承沛、周谟智、夏祖焯、王晋熙等。担任审阅工作的,有北京外国语大学英语系王佐良、北京大学西方语言文学系李赋宁和外交学院吴景荣等。

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编者说明

二年级英语教学的主要任务是：在一年级的基础上，继续在语音、语法等方面打下坚实的基础，适当扩大学生的词汇，并教给学生合乎英语习惯的正确用法。本书就是根据这一教学要求而编写的。

一、语音

二年级语音教学从校正学生的发音开始，有步骤地进行各种朗读技巧和语调训练。到二年级末，要求学生能够比较准确而流畅地朗读课文。

第三至第十课有校正音素的练习，朗读技巧的练习则分散在各课中进行。如果条件许可，每周应划出一定时间，专门训练语音。在语音课上，应根据语音训练的重点，选择课文的若干段落，反复练习，这比一般地把课文从头至尾朗读几遍效果要好些。

本书附有诗歌若干首。教师对于这些诗歌的韵律节奏应作必要的分析，并要求学生认真背诵。各课所附谚语，供一般诵读之用，并不结合特定的语音训练重点。

每隔一课有读音和拼写练习，它只包括较重要的读音规则。至于全部读音规则，可以参考本书附录。

有关语音的讲解材料，都放在本书的附录中，各课不另作说明。

二、语法

语法练习分经常性练习和重点练习两类。经常性的练习的目的在于训练学生运用英语的基本技巧，包括不规则动词、标点符

号、词类辨认、句法分析、问句形式、间接引语、冠词、时态等练习。这些练习有的每课都有(如句法分析),有的隔两课出现一次(如冠词、时态)。重点练习是各课语法教学的中心项目的练习。这些中心项目,大都是课文中出现较多或较为突出的语法现象。有些项目,如冠词、被动语态、定语从句、现在完成时等,需要说明的问题比较多,要做的练习也比较多,不可能在一课学完,则分散在两课或更多的课文中进行。

三、课文和词汇

各课词汇表后附有“派生词表”(WORD DERIVATION)和“习语短语表”(IDIOMS AND EXPRESSIONS),这些都要求学生预习。

从第三课开始有 WORD STUDY 一项,对某些常用动词的词义和用法作初步的介绍,其目的不仅是在使学生学会运用若干动词,而且要使学生了解词的多义性、词义的转换、和逐步学会用英语解释词义。

课文注释的目的,主要在解释课文中语法和词义上的难点,便于学生预习。注释对课文中某些修辞手段和外国的风土人情也有一些说明。多数课文附有用英文写的作者简介。注释中常常提出一些启发性的问题,要求学生思考,设法解决,以培养独立工作能力。

四、课文练习

问答 本书课文问答有两种方式。三——九课所列问题较多,使学生模仿如何提问,同时也可练习问句的基本语法形式。后几课基本上采用提纲形式,使学生逐步学会连续地叙述一段情节,提高复述能力。

派生词 从第三课开始每隔一课有派生词练习,目的在使学生获得一些构词法的感性知识。至于系统的构词法练习,将在本书第四册进行。

词组练习 从第三课开始各课课文练习中都有词组翻译的练习,目的是使学生养成通过词组搭配吸收词汇的习惯,而不去孤立地记单词。

句型 从第三课开始各课课文练习中都有两三个句型,要求学生学会运用,使学生逐步掌握英语惯用的表达方式。

口笔头作业 从第三课开始各课课文练习最后一项是 ORAL AND WRITTEN WORK,包括课文复述、拟课文内容提要、成段的汉译英、作文等练习。各种练习可以按具体情况用口头或笔头方式进行。

五、复习课

本书第八课和第十四课之后各有一个复习课。复习课以一首诗作为课文,教师应作比较深入的讲解和有表情的朗诵,以引起学生对英美文学作品的爱好。复习课的练习对前六课的词汇和语法作比较全面的复习。

本书初稿完成以后,曾邀请北京大学、北京师范大学、南开大学、山东大学、南京大学、复旦大学、华东师范大学、上海外国语学院等校有关同志参加讨论,他们提出许多宝贵的意见,对我们帮助很大,我们表示衷心的感谢。

一九六一年八月

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Lesson One

Text	The Art Scholarship (Scene 1)
Grammar	Review of Preposition (<i>Continued</i>)

TEXT

THE ART SCHOLARSHIP

Scene 1

Principal's office, Sommerset High School, Philadelphia.

When the curtain rises, MISS OGDEN, Principal, is sitting at her desk, and MISS DIETRICH, a young teacher, in an armchair near the fireplace. MISS OGDEN is looking at a water-colour painting and appears quite interested.

MISS OGDEN: It's a rather good picture, isn't it? I must really congratulate you, Miss Dietrich. You have a bright pupil there. What's her name?

MISS DIETRICH: Nancy Lee Johnson. The girl has real talent in drawing. And she is good at other subjects, too.
[*Looks at her watch*] She ought to be here by now.

MISS OGDEN: I understand the girls are very friendly with Nancy Lee.

MISS DIETRICH: Why shouldn't they be?

MISS OGDEN: Why not indeed? And of course I wouldn't allow race discrimination in my school. But you know, there have always been those silly prejudices.

MISS DIETRICH: Miss Ogden, I wonder how long such things will last. It's a shame.

[*There is a knock at the door.*]

MISS OGDEN: Hush! Here she comes! Come in!

[*NANCY LEE comes in. She looks like a girl of 14 or 15. Her eyes are big and a little shy, her voice is soft, her skin a light brown colour.*]

NANCY: Good morning, Miss Ogden. [To MISS DIETRICH] Good morning, Miss Dietrich.

MISS OGDEN: Sit down, my child. We've something to tell you. But I must ask you to promise me not to tell anyone yet.

NANCY: I won't, Miss Ogden.

MISS OGDEN: Miss Dietrich, will you explain why we wanted to see Nancy Lee?

MISS DIETRICH: Yes, Miss Ogden. Nancy Lee, your picture has won the Artist Club award.

NANCY: [*Unable to believe her ears, because the news seems too good to be true.*] The award? Oh, Miss Dietrich!

MISS OGDEN: It's a great honour, Nancy Lee. [*They shake hands.*]

NANCY: I'm sure this will be great news to my mother—she has been saving every cent to send me to an art school.

MISS DIETRICH: You'll have famous painters for teachers and become a real artist yourself. Accept my congratulations, Nancy. We're so proud of you.

MISS OGDEN: Listen, Nancy Lee. the Committee will be here tomorrow morning. You will have to make a speech of

thanks, Nancy, when the award is given you.

NANCY: Do I have to make a speech before all those important people? Oh, I couldn't!

MISS OGDEN: Don't get over-excited. Think of what you are going to say.

NANCY: May I ask Mother to come with me?

MISS OGDEN: Your mother? Oh, I don't know. It might be...

MISS DIETRICH: I'm sure Nancy can invite her mother. After all...

MISS OGDEN: All right, I'll think it over. You may go now, Nancy Lee, and remember to get your speech ready.

NANCY: I will, Miss Ogden. [*To* MISS DIETRICH] Miss Dietrich, you taught me how to draw, and I really feel most grateful to you. [*Goes out.*]

MISS DIETRICH: A very sweet girl, isn't she? I hope the Committee won't change its mind. I hope nothing will happen before Nancy gets the scholarship.

MISS OGDEN: I hope not.

MISS DIETRICH: [*Taking Nancy's picture*] It's just a simple scene in the city park. The grass fresh and green, a flag on a tall pole in the centre, children playing, and a Negro woman looking at it with so much hope! It seems Nancy is very proud of her people.

MISS OGDEN: Proud of being an American, Miss Dietrich.

MISS DIETRICH: I hope she'll always feel like a daughter of American, and not like a stepchild.

MISS OGDEN: I hope so too!

(*End of Scene 1*)

WORDS TO THE TEXT

art *n.* 艺术

scholarship ['skɒləʃɪp] *n.* 奖学金

scene [si:n] *n.* (戏剧中的)场;景
principal ['prɪnsəpl] *n.* (中小学)校长
Sommerset ['sʌməsɪt] (地名)萨默西特
high school 中学;高级中学
Philadelphia [fɪlə'delfjə] (地名)费拉德尔非亚;费城
curtain ['kɑ:tn] *n.* 幕布;(转义为)幕下
Ogden ['ɒgdən] (人名)奥格登
Dietrich ['di:trɪk] (人名)迪特里希
armchair ['ɑ:mtʃeə] *n.* 扶手椅
fireplace *n.* 壁炉
water-colour painting 水彩画
paint *v. i., v. t.* 绘画
painting *n.* 绘画
appear [ə'piə] *v. i.* 出现;显出(某种神情)
congratulate [kən'grætjuleɪt] *v. t.* 向...道贺
Nancy Lee Johnson ['nænsi 'li: 'dʒɔnsən] (人名)南茜·李·约翰逊
talent ['tælənt] *n.* 才能
draw [drɔ:] (drew, drawn) *v. t.* 画
subject ['sʌbdʒɪkt] *n.* 科目;学科
ought to [ɔ:t] *modal v.* 应该;理应
race *n.* 种族

discrimination [dɪs,krɪmɪ'neɪʃən] *n.* 歧视
prejudice ['predʒudɪs] *n.* 偏见
shame *n.* 羞耻;可耻的事
bush [ʃ:]或[hʌʃ] *interj.* 嘘(叫人不讲话)
shy *adj.* 害羞的;羞怯的
soft *adj.* 软的;柔和的
light brown 浅褐色的;比较:
dark brown 深褐色的
artist ['ɑ:tɪst] *n.* 艺术家
award [ə'wɔ:d] *n.* 奖金
cent *n.* 一分钱
painter *n.* 画家
accept [ək'sept] *v. t.* 接受
congratulation [kən'grætju'leɪʃən] *n.* 道贺;祝贺
committee [kə'mɪti:] *n.* 委员会
speech *n.* 演说
over-excited [ə'uvərɪk'saɪtɪd] *adj.* 过于激动的;过于兴奋的
invite [ɪn'vaɪt] *v. t.* 邀请
grateful ['ɡreɪtful] *adj.* 感激的
fresh *adj.* 新鲜的;鲜嫩的
tall [tɔ:l] *adj.* 高的(指人身,房屋建筑等)
pole *n.* 竿
stepchild *n.* 前妻(或前夫)所生子女
 养子(即不是亲生子女)

NOTES TO THE TEXT

1. 这个短剧的题意取自美国进步黑人作家 Langston Hughes 的短篇小说 "One Friday Morning". 黑人 Johnson 一家在美国南方受尽迫害,不得已搬到北方居住. 他们以为北方素以种族平等相标榜,日子可以好过些,但

结果仍是遭到歧视。剧情不很复杂,但对人物有一定刻划。Miss Ogden 在第一场中似乎还公平,到了第二场却终于露出了本来面目。但在她的上面,还有更大的压力,那就是那个坚持不给 Nancy 奖学金的评奖委员会!

2. Philadelphia 在美国东北部 Pennsylvania 州,是历史名城,1776年美国独立宣言签字于此。

3. Miss Dietrich: Why shouldn't they be?

Miss Ogden: Why not indeed?

这一对话很可说明两人的性格。上面谈起白种女孩跟 Nancy 这个黑种女孩都很友好。Miss Dietrich 是个热心人,就说:“为什么她们不能跟她友好呢?” Miss Ogden 无话可答,只好冷冷地敷衍一句:“真的,为什么不?”本剧中还有其他地方显示两人的不同态度,读者可以注意。

4. Miss Ogden: Hush! Here she comes!

Hush 在此的意思是“不要作声!” Miss Ogden 叫 Miss Dietrich 别再说下去,因为谈的是种族歧视的问题,叫一个黑人孩子听到不方便。

5. *Unable to believe her ears*, because the news seems *too good to be true*.

1) *unable to believe one's ears* = 听了还不敢相信(以为听错)。

unable to believe one's eyes = 看了还不敢相信(以为看错)。

2) *too good to be true* = 太好了,使人没法相信(是真的)。

6. Do I have to make a speech before all those important people? Oh, I *couldn't*.

这里 *couldn't* 不是指过去而说,这是一种习惯用法,表示:“我怕做不到”,“这我怎么成呢?”。

GRAMMAR

Review of Preposition (*Continued*)

TO

I'm going *to* the post office (*to* town). / I met Mary on my way *to* school. / We went *to* the cinema (the theatre, a party) yesterday. / Have you ever been *to* London (an opera)? / Come *to* me if you think I can be of some use *to* you. / Where does this road lead *to*? / The bus will take you *to* the Summer Palace. / He

walked all the way *from* his house *to* the school. / I read the book *from* beginning *to* end (*from* cover *to* cover). / Customs differ *from* country *to* country. / The club is open *from* 9 a. m. *to* 7 p. m. / It is ten minutes *to* nine. / He sat next *to* me. / He lives close *to* the park. / *To* the left of the window stands a bookcase. / Japan lies *to* the east of China. / The plane flew *to* a height of ten thousand metres above sea level. / *To* the best of my knowledge the book was written in the 17th century. / Water turns (*in*) *to* ice at zero (0°C.). / I gave an apple *to* each of the boys. / Who(m) do you want to speak *to*? / Please write *to* me soon. / A monument was set up *to* the memory of the heroes of the war. / You should pay more attention *to* the use of tenses. / We have become used *to* his queer ways. / He has always been kind *to* us. / We owe our happy new life *to* the Party. / That's nothing new *to* me. / This dictionary has been a great help *to* me. / It seems *to* me that she is right. / Four is *to* six what two is *to* three. / Many people prefer tea *to* coffee. / The food is not quite *to* her taste. / *To* our great joy, the committee consented *to* our plan to increase production. /

FOR

She did not do it *for* her own sake, but *for* us all. / This book is meant *for* beginners. / Out-of-door exercises are good *for* you. / This is not the right thing *for* you to do. / We would like to stay longer, but the time had come *for* us to return. / What did you do it *for*? / He came to Peking *for* a short visit. / She is taking her children out *for* a walk. / We are busy preparing *for* May Day celebrations. / Is this the book you were asking *for*? / The child is very ill; we must send *for* a doctor at once. / It's time *for* bed. / The bell rang *for* lunch. / What are we going to have *for* supper? / You are lucky to have famous scholars *for* teachers. / John is leaving *for* Paris tonight. / He took the