

开创快捷而有效的英语学习之路

看图

ENGLISH
THROUGH PICTURES

说英语

——提高篇

I. A. 理查兹 (I. A. RICHARDS)

克里斯蒂娜·M. 吉布森 (CHRISTINE M. GIBSON)

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上海科学技术出版社

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《看图说英语》再版及更新说明

以学为本的设计

这三本小册子是I.A.理查兹和克里斯蒂娜·M.吉布森别出心裁的创新之作。其目的是给学习者提供一种最快捷、明晰的方法——看图——学会说英语。学习者一开始使用此书,就被要求将常用词语应用于关键句型,言下之意,通过图画,了然于胸。每句所含意境,均承上启下,既可巩固掌握前句所学,又可步步引向后句新意。黑白简笔图画便于传意而不致分神,故学习者可集中注意力学习句型,成功地掌握并运用语言。通过对照某一页上以及前面连贯一体的系列图画,读者可以揣摩句子的意境。《看图说英语——入门篇》和《看图说英语——提高篇》中的练习册,用以检测和巩固学习者不断增强的语言能力,同时提供丰富的、程度适宜的阅读和写作素材。随着解决日益复杂句型的成就感和自信心不断增强,学习者的学习动力也就不断地喷涌而出。

传情达意的词汇

这三本小册子通过最常用的句型,着重学习数量不多但经过精心挑选的最常用词语。这些词语通常用来解释其他词语,并可有效地增进人类各领域的成功

交流。在当前，这些是全球最为常用的英语词汇。《看图说英语——入门篇》包含的词汇量有250个，《看图说英语——提高篇》另有500个新的词汇。有了这750个词汇作为基础，掌握《看图说英语——精通篇》的1000个新词就不成问题了。由于这些词汇常用来解释其他词汇，因此，为学习者理解多达20000个新的英语词汇创造了条件。

《看图说英语——精通篇》便于学习者一边用英语来探索身边世界的有益信息，一边继续这些关键的学习步骤。传情达意的词汇也因此变成了思维的工具。这三本小册子的目的在于给不同的读者提供不同的起点，以便他们日后按照各自兴趣朝不同的方向发展。这几本书就是这样的铺路之作。

全球通用的英语

这几本书已经在全世界40多个国家，被数以百万计的人成功地使用。在学校里、在世界各地所有需要掌握英语的地方，各年龄层的学习者都把这几本书用作自学教材。书中的内容是50多年来深入研究和实地测验的结晶。

尽管很多使用者的母语是英语，但更多的使用者却是把英语作为第二语言或其他用途来学习的。对于后一部分学习者，就需要提供帮助，让他们透过对画面的视觉层理解，转向对英语口语和书面语的掌握。如果有一位掌握英语的教师来表演示范，纠正发音，这样帮

助将会最为有效。

在对《看图说英语》做更新时,编者尽力保持整个学习体系的完整性。这一再版的更新内容主要见于《看图说英语——入门篇》和《看图说英语——提高篇》,其中的日期、价格、人口数字和其他真实信息,以及部分示意图都做了更新,以便现在的学习者阅读。当然,这一更新也要反映学习者不断学习的需要,因为他们必须把书看做自己想要的,并在此基础上,可靠、有效地计划将来的学习。

阿奇·麦金农 (Archie Mackinnon)

2005 年2月

前 言

《看图说英语——提高篇》沿续了《看图说英语——入门篇》的课程体系设计,将约750个极为常用的英语词汇应用到最基本的句型中。配图文字的每句意思不言自明,内容以和合页的形式对称编排,便于学习者从对比中领悟句子情景的涵义。通过看图解文字,学习者根据提示复述句子,这样就能很快理解新学的语言。

要学习书面的英语,可利用后附的练习部分。这一部分根据教学的先后顺序分级编排,在提供学习者所在级别内丰富的阅读和写作素材的同时,也逐级考核对所有词汇和结构学习的掌握情况。这次新版的《看图说英语——入门篇》首次把配套的练习册和教材捆绑在一起出版。《看图说英语——提高篇》及其练习册也沿用了这一做法。

本书已在大中学课堂、语言实验室、教育电视台,以及企业、社会服务和教师培训等专门项目中广泛使用。教学实践结果证明,本书能取得快捷的效果。其课文内容和练习册的练习能有效促进口语学习。书中后面的内容可导入观点性讨论,对于事物事实性描述的句子可以前后印证,弄清意义的词汇又可用来解释新的语言现象。语言学习就是在这样的自我反复中不断进步的。

I. A. 理查兹 (I.A. Richards)

克里斯蒂娜·M. 吉布森 (Christine M. Gibson)

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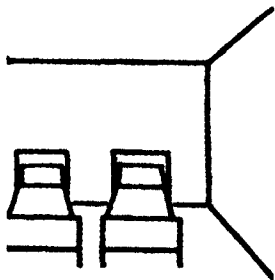
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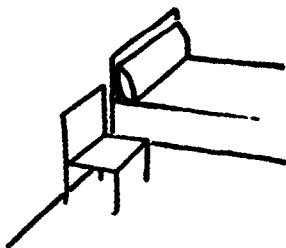
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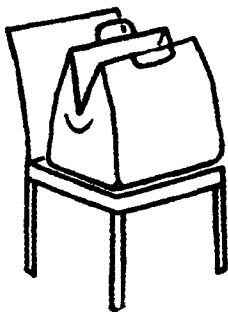
This is a bedroom.
There are two beds in it.



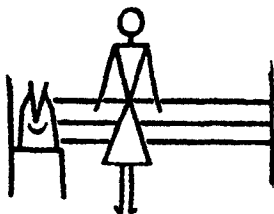
This seat is by the bed.



What is on the seat?
A bag is on the seat.



A woman is by the bed.
Who is she?
She is Mrs. Smith.



What is she doing?



She is putting things into the bag.

What is she putting into the bag?



She is putting Mr. Smith's things into it.

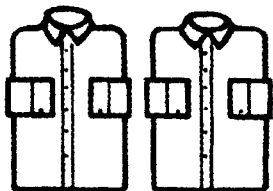
Mr. Smith is going to California. Mr. and Mrs. Smith are in New York State.



He will go by train. This is a train. From New York State to California is a long journey.



What will he take with him to California?



He will take some shirts.

He will take some socks.



He will not take old socks. Old socks have holes in them.



He will take new socks. New socks have no holes in them.



These trousers have a hole in them.

They are old trousers.



He will take some shoes. The shoe bag will keep the other things clean.



He will put them in a shoe bag.



The bag is between the shoes and the shirt. The shoes will not make the shirt dirty.

My hands are dirty.



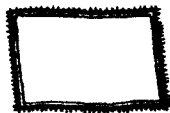
My hands are clean.



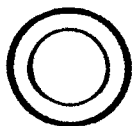
This cloth is dirty.



This cloth is clean.



This plate is clean.



This plate is dirty.



His face is dirty.



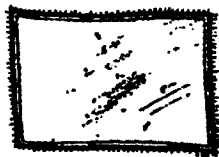
His face is clean.



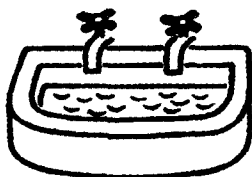
The plate is dirty but the cloth is clean.



Now the cloth is dirty but the plate is clean.



This is a basin.

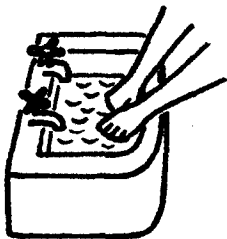


This is warm water in it.

This is soap.



What is she doing?



She is washing her hands
with soap and warm water.

Her hands are wet now
but they are clean. They
were dirty.



What is she doing?



She is drying her hands
on a cloth.

Her hands were wet.



Now they are dry. They
were dirty. Now they are
clean.

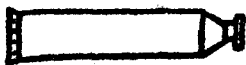
What is this?



It is a brush.

It is a toothbrush.

What is this?

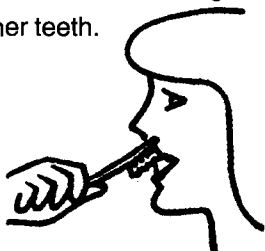


It is toothpaste.

She is putting some
toothpaste on the brush.



Now she is brushing
her teeth.



Her teeth will be clean.
They will be clean
and white.

What is this?
It is a comb.



And this?



It is a brush.
It is a hairbrush.

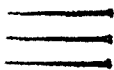
She is brushing her hair.



Now she is combing
her hair.

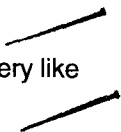


What are these?

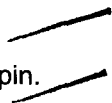


They are pins.

One pin is very like
another pin.



This pin
is like this pin.



But they are two pins.
They are not the same
pin. They are different
pins.

These are three hairpins.
They are different hairpins.



She has a hairpin in her
hand. She is putting it in
her hair.

