

精粹英语

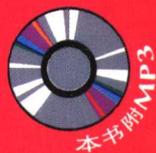
ESSENTIAL ENGLISH

3

C.E. 艾克斯利 著
周成刚 缪华伦 编译

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江苏工业学院图书馆

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藏书章

插图

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以及选自《笨拙周报》和《妇女杂志》

供外国学生使用

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前 言

《精粹英语》是专门为教授外国成年学生英语而编写的教程；全书共四册，本册为第三册。本教程旨在给学生提供口头和书面英语精华的扎实知识，帮助他们掌握地道的会话英语和文学英语。

本教程系统有序地介绍英语的常用结构和句型，在每个阶段提供大量练习。我们以尽可能简单的方式，通过基础语法对学生进行指导。新的句型结构一出现就立即加以说明并提供例证。

四册书的词汇量被控制在一定范围之内，其依据是《英语常用词汇表》¹。但是我们并没有奴性地、盲目地囿于此表或任何其他词汇表，本教程所教的词汇、语法和句型，都是经过三十年来针对外国学生的英语教学和教科书编写的经验不断检验的。

我相信口语是语言学习的真正基础，因此本册教程大量采用了会话文体。尽管有限的词汇必然会带来种种限制，但我一直努力确保会话中的每一个句子都表达得符合活的口语的习惯用法，是受过教育的英国人会用的。

学习一门语言（或者任何事情）最有效的策动力是兴趣，所以我们作了各种努力去用“欢乐的果酱包裹语言的药丸”。读者一旦掌握了初步语言技能之后，马上就被介绍给了普里斯特利先生一家和他的学生们。在本册和其他几册书里，我们看到他们在一起闲谈、说笑话、读自己写的故事、唱歌和演短剧。我们的语言教学就是根据这些会话、故事以及“普里斯特利先生的讲话”展开的，教师用以检测学生对语言的理解的大量练习，也是从这些素材中得来的。

这次修订版作了许多改动。增添了新的、更为有趣的（希望如此）阅读材料，包括两个短剧、更进一步介绍普里斯特利一家生活的故事——例如普里斯特利先生搭建鸡舍的倒霉尝试——霍白的又一个不同寻常的亲戚的故事，还有卢雪儿讲的一个故事。有人提出，《精萃英语》早先版本中的一个缺点就是几乎所有的场景全在伦敦。因此，在第三册里，我们让几个人物去了斯特拉特福；欧拉夫访问了牛津并从约翰·普里斯特利那里获得了对牛津的过去和现在非常全面的描述；付莉达和贾恩记下了他们在威尔士度假的事情。另一项革新是引进了“短诗一束”，这些诗歌对于这一阶段的学生来说相当简单，但其中有一两首还是英语抒情诗中的上乘之作。

在语言教学方面，我们系统地讲解了语法——语法精粹，对“特殊”动词（即不规则动词限定式）给予了特殊的关注。其他新特色包括：新添三则“无字故事”（第17页、97页、185页）、一课标点符号介绍、更全面地探讨条件从句和should与would，以及索引。鉴于学生现在的水平已提高到足以能够“闭卷”听写，因此，听写练习虽仍以课文内容为基础，且只包含教过的词汇和句型，但是现在已经放到与本册书一起出版的教师手册中去了。《教师用书》对于语言教学的主要技巧提供了进一步的指导，在“注释”部分提供大量额外教材和语言信息，对每一课的教学都提供详细的建议和实用的提示，并附上学生用书中练习的完整答案。

一本教科书要让每一个教师和学生都觉得十分理想是不可能的，但是我们仍希望大多数学生和教师能觉得，这个新版本较之老版而言是一大改进。作者随时恭候并感谢读者提出进一步的批评和建议，共同让《精粹英语》对使用它的学生和教师更加有用。

C.E.艾克斯利

¹ 即《关于词汇选择的临时报告》的新版（朗文）

Preface

Essential English is a course in four books, of which this is the third, for the teaching of English to adult foreign students. It aims at giving the student a sound knowledge of the essentials of both spoken and written English and taking him well on the way to a mastery of idiomatic conversational and literary English.

The normal constructions and sentence patterns of English are introduced gradually and systematically, and are well drilled at every stage. The learner is guided through “essential” grammar in the simplest possible manner, and every new construction is explained and illustrated as soon as it is used.

The restricted vocabulary within which the four books are written has been based on *A General Service List of English Words*.¹ But neither this list, nor any other list, has been followed slavishly and blindly; the vocabulary and the grammar and the structures taught have been tested constantly by the experience gained during some thirty years of teaching English to foreign students or writing textbooks for them.

Because I believe that a knowledge of the *spoken* tongue is the true basis of language learning, much of this book is in “conversational” form; and my constant endeavour has been to ensure that, despite the restrictions that a limited vocabulary naturally imposes, every sentence in these conversations is expressed in the living colloquial idiom that an educated Englishman would use.

And, since the most effective spur to learning a language (or anything else) is interest, every effort has been made to cover the linguistic pill with the jam of gaiety. So, as soon as the preliminaries are mastered, the reader is introduced to Mr. Priestley, his household and his group of students. We see them here and in all the other books chatting together, telling jokes, reading stories that they have written, singing songs or acting short plays. It is on these conversations and stories and the “talks by Mr. Priestley” that the language teaching is based, and from them that the copious exercises by which the teacher is enabled to test how far the work has been understood, are drawn.

There are numerous changes in this new edition. Fresh, and it is hoped, more interesting reading material has been added, including two short plays, some further glimpses into the home-life of the Priestleys—including Mr. Priestley’s ill-fated attempt to erect a hen-house—the story of yet another of Hob’s extraordinary relatives and a story by

¹ A new edition of the *Interim Report on Vocabulary Selection* (Longmans).

Lucille. One objection that had been raised against the material in the earlier edition of *Essential English* was that the scene was almost entirely in London. So, in Book III we send some of our characters on a trip to Stratford, Olaf pays a visit to Oxford and gets a very full account from John Priestly of Oxford, past and present, and Frieda and Jan write about their holiday in Wales. Another innovation is the inclusion of a "handful of poems", simple enough for students at this stage and yet containing one or two of the supreme lyrics of the language.

In the language work grammar—the "essential" grammar—is dealt with systematically, particular attention being given to the "Special" Verbs (the Anomalous Finites). Other new features are three new "Stories Without Words" (pages 17, 97, 185), a chapter on Punctuation, the fuller treatment of Conditional Sentences and *should* and *would*, and an Index. And, as the pupils are now sufficiently advanced to do "unseen" dictation, the Dictation Exercises—though still based on the lesson where they appear and still containing only those words and constructions that have already been taught—are now transferred to the Teacher's handbook that has been prepared to accompany this volume. In this Teacher's Book further guidance has been given on the main techniques of language teaching, a great deal of extra teaching material and linguistic information has been given in the "Commentaries", detailed suggestions and practical hints are given on the teaching of each lesson, and a complete Key to the exercises in the Pupil's Book is provided.

Though a textbook that is the ideal one to every teacher and student is, perhaps, an impossibility, it is hoped that most students and teachers will feel that this new edition is an improvement on the old one, but the author will be most grateful at any time for further criticisms and suggestions that will help to make *Essential English* more useful to those who study it or teach from it.

C.E.E.

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Lesson 1

(First Lesson)

Hob Gives His First Impressions of England

[The students whom we have met in Books I and II, Lucille, Frieda, Olaf, Jan, Pedro and Hob, are back again with Mr. Priestley, their teacher, in his study.]

Hob: Do you remember, sir, that at our last lesson before the holidays, you promised to let me tell the story of my first day in England?

Mr. Priestley: I remember it very well; and so now, at our very first lesson, we are all waiting to hear what you have to tell us.

Hob : Thank you, sir. Well, my first impressions of England are connected with food—

Lucille: You don't need to tell us that!

Hob : ... and, strange to say, they are of how an English breakfast beat me.

Frieda: You don't really expect us to believe that, do you, Hob?

Hob : Well, it's quite true. Of course, it was some time ago and, though I say it myself, I'm a better man now than I was then, but, honestly, I was beaten. But let me begin at the beginning.

* * * *

When I left the train at Victoria Station my first impression was of rain and fog and people with umbrellas. A taxi-cab, which might have been used by Lot and his family as they left Sodom and Gomorrah, took me and my luggage and struggled bravely through the traffic. And what traffic and what crowds! I had never believed my geography teacher when he told us there were more people in London than in the whole of my country. I thought he had just said it to make his lesson more interesting, but I believed him now.

However, I got to my little hotel at last, and the first thing that took my eye was the porter, a big fat man with a round pink face like an advertisement for babies' food. Then I met the manager. He rubbed his hands all the time as if he was washing them, and smiled without stopping. What he said I could not understand, though I had learned English at school. I said to myself, "Perhaps he doesn't speak it very well—some English people don't." But I told him my name, and he smiled again and told one of the little boys with brass buttons to show me up to my room.



Ten minutes later I was lying in a hot bath washing off the last dusty reminders of the Continent; another ten minutes and I was under the bedclothes and fast asleep.

When I woke next morning, I felt hungrier than I had ever felt in my life before; I seemed to have a hole instead of a stomach. I dressed quickly and hurried down to the dining-room. It was a big room with six tall windows and the ugliest wallpaper I had ever seen. However, I had been told that the hotel was not beautiful but that you were better fed there than in any other hotel in London—and that was what I wanted just then.

The waiter came hurrying up. Before I came downstairs I had prepared myself very carefully for what I must say. I had looked three times in my dictionary to make sure that “breakfast” really meant “breakfast”. I had tried to get the right pronunciation and had stood in front of a mirror and twisted my mouth until it ached.

The waiter asked me something I could not understand, but I spoke only my one prepared word, “BREAKFAST”. He looked at me in a puzzled way, so I repeated it. Still he did not understand. It was unbelievable that English people didn’t understand their own language. The waiter shook his head, bowed and went away, but he came back in a minute and brought the manager with him. I was feeling slightly annoyed, but I said, “BREAKFAST”. The manager smiled and washed his hands, but looked as helpless as the waiter, so I took out a pencil and wrote on the table napkin, “BREAKFAST”. I have never seen such surprised faces in my life—so perhaps I did not pronounce it correctly after all.

A little later the waiter brought a tray with tea, toast, butter and marmalade—enough to feed a small army—and went away. But I was hungry, and I left nothing; I am sure I drank at least two pints of tea, ate almost a loaf of toasted bread and large quantities of butter and marmalade with it. When the waiter came back I

thought his face showed a little surprise, but you can never tell what a waiter's face really shows. In another minute he brought another tray with a huge portion of bacon and eggs. He must have misunderstood me, but I thought it was no use explaining to people who don't understand their own language, so I just set to work on the bacon and eggs and ate on steadily, wondering all the time whether I could possibly clear that plate.

Well, I finished the bacon and eggs, and was just trying to get up out of the chair when here was the waiter again with another tray. This time it was a whole fish in a thick white sauce. Surely this must be a joke, I thought; but before I could tell him anything, he had put down the tray and gone away. There was nothing for it but to face that fish with what little courage I had left, but all the time I was eating it I was trying to think of what I could say to that waiter when he returned. I had brought my grammar book with me in case of need, but have you noticed how all these grammar books give you sentences like this:

The little girl gave the pen of my aunt to the gardener.

—but not the *essential* English about breakfasts big enough to feed an army?

But at last I had made up two sentences in my mind—avoiding verbs as much as possible, because I was never sure which were irregular. I called the waiter to me. He bowed, and then I told him in very correct English what I thought of English breakfasts. I told him that only a man who was dying of hunger could eat such a breakfast. He must have understood me at once. I felt very proud of my English, especially “dying of hunger”; that was a grand expression. I have never seen anyone clear away the empty plates as fast as he did; he almost ran out of the room, but in a minute he was back again—with a big plateful of sandwiches. This was too much. I gave up the struggle. I got up and made my way slowly and heavily to my room—at least five pounds heavier. I never believed until then that any meal could defeat me, but on that day I met my Waterloo.¹

1 To meet one's Waterloo—to be completely defeated. Napoleon was defeated at Waterloo in 1815.

发准。

没过多久，服务员端来一只大盘子，里面有茶、烤面包、黄油和橘子酱——足以喂饱一支小小的军队——然后走了。我是饿了，我把所有这些东西一扫而光。我敢说 I 喝了至少两品脱茶，吃了几乎一整条烤面包及大量的黄油和橘子酱。当服务员返回时，我认为他的脸上露出了一点儿吃惊的神色，不过你永远无法知道服务员脸上的表情究竟是什么意思。一分钟之后，他又端来一只大盘子，里面有一大份熏肉和鸡蛋。他肯定是误解我了，但是我想，跟连自己的语言都听不懂的人去解释是没有用的，所以我就开始对熏肉和鸡蛋下功夫，一面不断地吃着，一面不停地琢磨我有没有可能把盘子里的东西完全消灭。

嗯，我解决了熏肉和鸡蛋，正要从椅子上站起来，这时服务员又端着一个大盘子过来了。这次是一整条鱼放在浓浓的白色调味汁里。这肯定是在开玩笑，我想。可我还没来得及对他讲些什么，他就放下盘子离开了。没办法，我只有鼓起最后一点勇气面对这条鱼。在我吃鱼的当儿，我一直在考虑，等服务员来的时候我能对他说什么。我随身带有语法书以备不时之需，但是你们有没有发现，语法书提供的都是这样的句子：

The little girl gave the pen of my aunt to the gardener.

(那个小姑娘把我姨妈的钢笔给了花匠。)

——就是没有关于丰盛得可以喂饱一支军队的早餐的基础英语。

我最终还是想出了两个句子——尽量避免使用动词，因为我向来搞不清哪些是不规则动词。我把服务员叫了过来。他鞠了一个躬，然后我就用十分正确的英语告诉他我对英国早餐的看法。我对他说，只有快要饿死的人才吃得下这样一顿早餐。他肯定是立刻听懂了。我为自己的英语感到非常自豪，尤其是 *dying of hunger*，这是一个了不起的表达方式。我从未见过谁收拾餐具有他这么快的，他几乎像奔一样走出了餐厅，然而一分钟之后他又回来了——端来了满满一盘三明治。这太过分了。我放弃。我站起来，慢慢地，沉重地——我至少重了五磅——走向我的房间。在那之前，我从不相信任何一顿饭能把 I 打倒，可是在那天，我遭到了惨败（直译为：我遇到了我的滑铁卢¹）。

1 To meet one's Waterloo = 被彻底击败。拿破仑于1815年在滑铁卢被打败。



Exercises

练习

(Exercises II-VII in this lesson are planned to revise the grammar taught in Book II of Essential English. 练习 2 到练习 7 是用来复习《精粹英语》第二册中所教的语法。)

1

Use the following words and phrases in sentences:

用下列单词和短语造句:

- | | | |
|-------------------|-----------|---------------------|
| 1. expect | 8. brass | 15. in case of need |
| 2. connected with | 9. ugly | 16. avoid |
| 3. struggle | 10. twist | 17. dying of hunger |
| 4. traffic | 11. bow | 18. big enough |
| 5. dusty | 12. loaf | 19. defeat |
| 6. umbrella | 13. tray | 20. marmalade |
| 7. advertisement | 14. burst | 21. sauce |

2

In the following sentences put all the finite verbs into their corresponding past tense and give the name of each tense that you use:

将下列句子中的所有限定动词变成相应的过去时, 并说出你使用的每个时态的名称:

1. When I leave the train my impression is of rain and fog.
2. He takes my luggage and struggles through the traffic.
3. I have never believed my geography teacher; I think he has said that to make the lesson interesting.
4. The first thing that takes my eye is the porter.
5. I can't understand what he says.
6. He tells one of the little boys to show me to my room.
7. When I wake I feel hungry.
8. I have been told that you are well fed in this hotel.
9. I can't understand him, but I speak my prepared words.
10. He doesn't understand me.
11. I take out a pencil and write "breakfast".
12. Perhaps I do not pronounce it correctly.
13. The waiter brings in a tray with tea and toast, and goes away.

14. He misunderstands me.
15. I set to work on the bacon and eggs and eat steadily.
16. I am wondering whether I can clear the plate, or whether I shall burst.
17. I tell him that only a man who is dying of hunger can eat such a breakfast.
18. He almost runs out of the room.
19. I give up the struggle, and get up to make my way out.
20. I don't believe a meal can defeat me—but I meet my Waterloo.
21. I shall finish my breakfast by ten o'clock. (*Turn this verb into the Future Perfect Tense.*)

3

Replace the words in italics in the following sentences by possessive pronouns:

用物主代词替换下列句中的斜体词:

1. You told me your first impressions, now I will tell you *my first impressions*.
2. Those are my first impressions. What are *your first impressions*?
3. Your taxis look very old; *our taxis* are newer.
4. I shook my head, and the waiter shook *his head*.
5. In the breakfast-room of the hotel there were four people: a woman, her two small sons, and I. I ate my breakfast, she ate *her breakfast*, and the boys ate *their breakfast*.

4

"I had prepared myself very carefully."

What kind of pronoun is myself? Give the corresponding pronouns for you (singular), him, her, you (plural), it, us, them. Explain the difference in meaning between the sentences:

myself 是什么代词? 写出 you(单数), him, her, you(复数), it, us, them 的相应代词。解释下列两个句子意思上的差别:

1. He helped him.
2. He helped himself.

5

What does shall, will, or going to express in each of the following sentences:

shall, will 和 going to 在下列句子中表达什么意思:

1. Tell me what you want for breakfast and I *will* get it for you.
2. *Shall* I bring you some more sandwiches?