

高等  
师专  
教材



贾德霖 主编

English,  
Learn It Better  
Book 2

基础英语 ②

华东师范大学出版社

高等师范专科学校教材

English

基础

Learn It Better

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· 高等师范专科学校教材 ·  
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## 出版说明

我国高等师范专科学校长期以来没有一套适合自己要求的、比较系统和完整的教材。1986年，我们受国家教委有关部门的委托，与华东六省教育委员会协作，组织编写一套供华东地区高等师范专科学校使用的教材。这套教材包括中文、历史、政治教育、外语、数学、物理、化学、地理等八个专业的主干课程和公共课程，共五十余种。从今年下半年开始陆续出版，计划到明年年底出齐。

为了组织编写这套教材，华东各省教委和我们对各地师专的教学、科研、师资、教材和教育改革等情况，作了广泛的调查，在此基础上，又对编写这套教材的目的要求，人员组织、协作方式，具体步骤等，进行了深入细致的研究。各地师专的领导和广大教师都热烈支持，都把本校具有学科优势又有丰富教学经验和较高学术水平的教师推荐为这套教材的主编或编写成员，这对于保证这套教材在较高程度上反映当前华东地区师专教学和科研的新水平，起了十分重要的作用。

在编写的指导思想和具体实践上，我们力求使这套教材具有以下特点：

一、坚持以马列主义、毛泽东思想为指导，注意培养学生科学的世界观和人生观，培养他们为社会主义的四个现代化，特别是为教育事业献身的精神和为人师表的高尚品德。但这些又不是作空洞的说教，而是寓于教材的具体内容之中。

二、严格以新的师专教学计划和教学大纲为依据，坚决立足于师专这个特定层次上，从师专的培养目标和教学实际出发，教

材内容的深度、广度乃至篇幅，都要充分体现培养初中教师的要求，坚决防止跨越师专层次，盲目攀比、随意拔高的偏向。

三、贯彻理论联系实际的原则，系统阐述本门课程的基本理论、基本知识和基本技能。要吸收科学上的新成果，具有时代的先进性。要贯彻百花齐放、百家争鸣的方针，对不同学派的意见，选择一种能被多数人接受的意见做为基础，同时也介绍不同观点的意见，要充分注意学生思维能力、自学能力和表达能力的培养。

四、力求反映华东地区师专教育改革状况和教学、科学水平，以便更好地适应华东地区师专的教学需要。同时还注意反映华东地区政治、经济、历史、文化、改革开放、风土人情的特点，以为地方经济建设服务。

这套教材不仅可作为华东地区的师专教材，也可供其他地区的师专选用，还可供在职的初中教师学习和参考。

当把这套教材奉献给读者时，我们首先要向为此而作出重大指导和积极支持的国家教委和华东各省教委的有关同志，向为此而付出辛勤劳动的各师专的负责同志，和所有参加编写的教师以及许多热心帮助的同志，致以衷心的感谢。

组织编写和出版师专教材，在我们还属首次，由于实际经验和思想水平等的限制，其中缺点、错误在所难免，诚恳欢迎师专广大师生和其他读者批评指正。

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1988年7月20日

## 前 言

高等师范专科学校英语教材 (English, Learn It Better) 是为适应我国培养师专生之需而编写的, 其编写原则和要求等已如“出版说明”所说, 这里不再重复。

English, Learn It Better 全套共 4 册, 供师专生一、二年级使用。这是第 2 册, 供高等师范专科学校英语专业第二学期使用。

本册共 16 课 (Unit), 每周一课, 分量适中。课文 (Text) 大都出自英美原著或英美人的改写本。语言流畅, 深浅适度。词汇表和常用语 (Words List and Useful Expressions) 均按其在课文中出现的先后顺序排列, 但一律未注音标、词性, 也未加汉译, 以便培养学生独立工作的能力。

为了体现外语教学的实践性原则, 本册特设了词汇学习 (WORD STUDY), 分类列举课文中出现的一些常用动词, 以帮助学生了解其词义并掌握其基本用法。练习题 (EXERCISES) 形式多样, 以反复练习课文中的语言要点、结构或语法, 并要求学生阅读补充读物后答题或拟题。

承蒙复旦大学外文系主任孙 骊教授审阅本书稿并做了一些修改。参加本册研讨工作的, 除已署名者外, 还有陈子奇、邵志洪、张平功和许振仁同志。

编者水平有限、经验缺乏, 疏漏和不当之处在所难免。恳请使用本书者不吝赐教。

编 者

1989 年 10 月

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# Unit 1

## TEXT

### I Love My Job

*By Bertha Haynes*

I began teaching at the James School twenty-two years ago when I was twenty-six. In those days the place was very different. But times change, and of course educational theory changes, too. Methods and materials change. Even the classroom looks different.

Twenty years ago, our classroom was a lot less pleasant. Very old-fashioned. We had fewer windows, for example. There were five rows of desks, six desks in a row. Since everything was nailed to the floor, a student sat in the same place all day long. Oh, we had to be very strict ! Now students move all over the room. They go to different areas for different subjects, and they write at those movable desks. The students are more mobile, and because they're more mobile, they're less restless, and because they're less restless, they're more attentive. At least that's the theory ! And as a matter of fact, we really don't have many behavior problems here.

We use a modified open classroom system here at the James. I'll try to explain what that means. Each student makes a work contract with his teacher. Basically, he agrees to do a certain amount of work on a certain project. He hands the work in when he gets it done. He works at his own speed and plans his own time. If he is particularly motivated in one subject — math, for instance — he can explore that subject more thoroughly than the others. But he must also complete his contract in arts or reading or social science. Freedom within a structured system: that's what we are trying to offer.

We can see some of the advantages of an open classroom at work here. See that blonde girl in the corner over there? Julie Clampit. Right now she's working on the loom, as she does once a week. She does beautiful work on that loom, and she's as good in math as the best students. But Julie has a learning disability in reading: she's dyslexic. She is still far behind the other students, but we are working hard with her, and she's making good progress at her own level. More important, she is continuing to work and grow with students her own age. This is the right environment for her. But twenty years ago we put special or remedial students like Julie in lower classes, sometimes in separate schools. We considered them all "retarded". What a waste!

Nowadays we are trying to extend our classroom beyond the walls of the school buildings. We're using the whole neighborhood and people of the city. This is not compartmentalized education. The kids are learning by living.

I think school is very different now from what it was twenty years ago. I'm different, too, of course. For one thing, I work harder. Twenty years ago I made one lesson plan for thirty students, whereas now I make thirty lesson plans for thirty students. That's what the contract system does for you! Twenty years ago, I slept like a log at night. Now I often wake up and start thinking about my students. I go to bed later, too, and when I go to bed I don't always get to sleep right away. I'm lying there thinking and planning and worrying.

But there are more interesting things than sleep. I'll tell you the truth: ten years ago, I was getting a little bored with teaching. Now I'm excited about it again. I'm not saying that the new system is perfect or anything. I'm just saying that my job is more exciting than it was. Excitement: that's what learning is all about. You can't be an exciting teacher unless you're excited yourself.

### Word List

educational	theory	old-fashioned
row	nail	strict
area	movable	√mobile 运动的, 流动的, 移动的
restless	attentive	behavior
modified 修改, 修改	contract	√basically
project	particularly	√motivated 促动, 激发
√explore 探索, 探查	thoroughly	√structured
advantage	√blonde 明智的, 淡黄色	loom 织布机
disability	√dyslexic	√environment 围绕, 环境
√remedial 治疗的, 补救	√retarded 迟滞, 妨碍	nowadays
beyond 补习的	neighborhood	√compartmentalized 分隔间

✓whereas 而此.  
因此.

bored

perfect

## Useful Expressions

all days long

as a matter of fact

hand in

for instance

right now

at work

once a week

for one thing

right away

tell you the truth

at least

✓or anything

## Notes to the Text

1. Bertha Haynes: a teacher at the William James Elementary School in U.S.A.
2. behavior problem: a child who behaves badly or causes trouble
3. open classroom system: an educational system for elementary and high schools in which the student has some choice in his or her educational activities
4. dyslexic: *adj.* form of dyslexia, which is one type of learning disability often involving a visual problem in the central nervous system
5. social science: a science that deals with human society including sociology, economics, politics, history, etc.
6. lesson plan: the plan a teacher makes for a certain amount of class time

## WORD STUDY

get

get *vt.*; *vi.* & *link v.*

1. receive; have; buy; earn; fetch; etc.

When did you get my letter?

We got a lot of help from them.

I'm going to get a packet of cigarettes.

He bicycled to town at night to get me some medicine.

2. become

Let's go home. It's getting dark.

The lecture will begin in a minute. Let's get ready.

The children got very excited when they saw the film.

3. move to (a place) or arrive at (a place)

It was already dark before we got to the place.

How can we get across the river?

The door was locked. We couldn't get in.

4. bring sb. to do sth.; cause sth. to be done

Be sure and get him to come over this evening.

I'll get someone to fix the radio for you.

They got a photograph taken together.

get on fine / well with sb.

get on / off a bus, a train, etc.

get into / out of a car

get into / out of trouble, difficulty, danger, etc.

## move

**move** *vt.; vi.*

1. (cause to) change position

We moved our chairs nearer to the speaker.

Let's move the furniture downstairs.

Keep still — don't move.

2. change one's place of living

They have moved to another town.

When are you going to move in?

He moved his family to a small house.

3. arouse, work on the feelings of

We were all moved to tears by his story.

It's a moving story.

4. go forward; make progress

The world is moving forward.

With their help, the construction moved smoothly.

## **extend**

**extend** *vt.; vi.*

1. make longer; enlarge

Can you extend your visit for a few days?

The paddy field was extended to 900,000 mu last year.

2. reach; stretch

This canal extends for 18 kilometres.

My garden extends as far as the stream.

3. stretch out

She warmly extended both hands towards us.

4. offer or accord (help, welcome, thanks, etc.)

Once again we extended to them our warmest welcome.

The professor extended an invitation to all the students to come to tea.

## **grow**

**grow** *vt.; vi. & link v.*

1. develop; increase in size, height, length, etc.

The sun gives us light and heat and makes everything grow.

How quickly these children are growing!

Rice grows in warm climates.

2. become

She is growing fat.

The noise grew louder.

The old woman soon grew tired of the stone house.

3. cause or allow to grow

Mr. Smith grows flowers in his garden.

What crop do you grow on your farm?

## EXERCISES

### I. Answer the following questions:

1. How old is the writer now ?
2. How different is her classroom from what it was twenty years ago ?
3. Where do the students do their written work ?
4. What does the open classroom system mean according to the writer ?
5. Who is Julie Clampit ? Is she as clever as other students in all subjects ?
6. How were special or remedial students treated twenty years ago ?
7. How many lesson plans does the writer make ?
8. Does the writer sleep well at night now ? Why ?
9. Is teaching boring or exciting to the writer now ?

### II. Decide if the following statements are true (T) or false (F):

1. \_\_\_\_\_ The writer doesn't have much experience as a teacher.
2. \_\_\_\_\_ Her students do not cause a lot of trouble.
3. \_\_\_\_\_ The desks in her classroom are nailed to the floor.
4. \_\_\_\_\_ In her classroom, the students make a work contract with her.
5. \_\_\_\_\_ All of her students work on the same lesson at the same time.
6. \_\_\_\_\_ A dyslexic student is a student who has trouble in speaking.
7. \_\_\_\_\_ The writer says that Julie Clampit needs special help in one subject only.
8. \_\_\_\_\_ For the writer, teaching is less difficult but more interesting.

### III. Fill in the blanks with the words and expressions given below:

hand in    old-fashioned    environment    mobile    lesson plan  
as a matter of fact    remedial    for one thing    all day long  
nail    movable

1. In making preparations for their classes, most teachers write a \_\_\_\_\_.
2. \_\_\_\_\_ desks, a lot of light, and the idea of structured freedom all help to create a good educational \_\_\_\_\_.



3. All teachers want their students to finish their homework on time.
4. In some schools the student's desks are pushed to the floor.
5. Peter needs more work in reading.
6. Bertha believes that these students work better and harder than students who sit in the same place there.
7. "I thought you wouldn't mind." "Well, no, I don't; but you should have asked me beforehand."
8. I don't work with him. For one, I think he is stupid; for another I don't like him.

VI. Rewrite the following using the words and expressions from the text instead of those italicized:

1. With the help of the teacher, Julie Clampit *is getting better* in reading.
2. In my opinion, open education has many *merits*.
3. Mary wasn't wearing a blue dress. *In fact*, she hasn't got a blue one.
4. The house was poorly built; *one thing wrong with the house was a leaky roof*.
5. John is always *behaving badly* in class.
6. In an open classroom, if a student is *interested* in a certain subject, he can spend more time on it.
7. Students often *feel ill at ease* in a compartmentalized classroom.
8. I used to *sleep soundly* at night, but now I wake up several times a night.
9. Three people were injured in the accident *and no less*.
10. Twenty years ago, students who *were slow in learning* were put in lower classes, sometimes in separate schools.

V. Translate the following by using the words and expressions given below:

offer      at work      contract      as a matter of fact      at least  
right away      all over      tell you the truth

1. 他主动提出教我修理收音机。
2. 我父亲现在在上班，他将六点钟回家。
3. 在巴莎的班级，每个同学都和她签订一项任务书。
4. 其实，我对此事一无所知。