

- 高等学校教材
- 师范院校英语专业用

三英语

ENGLISH

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上海外语教育出版社

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(师范院校英语专业用)

第 二 册

黄次栋 (主编)

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前 言

一、高师用《英语》第二册是1987年暑出版的高师用《英语》第一册的继续，其编写大纲和原则、教材内容、教学要求同第一册。全册计有十六课，另有期中、期末二课复习，合计十八课。以每周学时八课时计算，时间分配大致如下：

交际功能	3 课时
功能模式操练	1 课时
课文 A	1 课时
语音及语音练习	1 课时
语法及语法练习	1 课时
课文 B	1 课时

每周学习一课，十八周学完，准备复习考试。在使用本教材的同时，还可结合本校学生的实际，有选择地开设语音课，听力课，语法课，写作课，泛读课，教学电影课等其他课程。

二、高师用《英语》第二册由黄次栋主编，每课按内容次序由黄次栋、邓明德编写交际功能，蒋美陆编写功能模式操练部分，余小明编选课文 A，汪文珍编写语音部分，何恩光编写语法部分，邓明德编选课文 B。苏承志编排了总词汇表及语音、语法术语中英对照表。在编写过程中，承上海师大外语系资料室及打字室的同志们提供了许多帮助；承美国纽约市立大学 Meredith Young 博士悉心逐课校阅了试用稿和修改稿，并提出了许多宝贵的意见，谨此致谢。

三、本册教材在国家教委英语教材编审组的主持下，于1986年12月在成都审稿会上审稿通过。杨小石教授担任了主审工作，并作了最后的润饰。上海外语教育出版社的领导与编辑给予很大

的帮助和促进。编者谨此一并表示衷心的感谢。

四、本册教材在编写过程中，曾参考或摘选了部分材料，其中主要有：

L. G. Alexander et al: *Mainline* Longman 1975

K. Morrow and K. Johnson: *Communicate* CUP 1979

Leo Jones: *Functions of English* CUP 1977

Notions in English CUP 1982

Leo Jones and C. von Baeyer:

Functions of American English CUP 1983

Jane Willis: *Teaching English through English*

Longman 1981

Michael Ockenden: *Situational Dialogues* Longman

English Learning Dec. 1979

The English World No. 3 / 1984

Nila B. Smith: *Be a Better Reader* Level B

Somerset Maugham Short Stories

Selected Short Stories of Mark Twain

Mark Twain: *The Adventures of Tom Sawyer*

Bernard Shaw: *Pygmalion*

Lewis Carroll: *Through the Looking Glass*

Readers' Digest Bilingual Selections

Charlotte Brontë: *Jane Eyre*

L. A. Hill: *Stories for Reproduction* (1-6) OUP

A.R.B. Etherton: *Modern English for Chinese Students*

(1-3) Longman

Stephen Edmonds et al: *Practice Tests for RSA* stages 1-3

Nelson English Proficiency Test Papers 1982

Zhang Zhen Bang et al: *A New English Grammar*

Shanghai Translation Publishing House

编者谨此向有关出版商及编作者致谢。

编 者

1987年4月于上海师大

使 用 说 明

一、由于认识语言是体系，是习惯，是最重要的交际工具，学习语言也应该多从这三方面去考虑，即要掌握语言知识，培养语言技能，学会正确又得体地使用语言以进行交际。后者是学习语言的根本目的；而决不以掌握一定的语言知识，或培养一定的语言技能为满足。

二、教材的交际功能是核心部分，它是出发点，也是目的地；即要以交际为动力，达到交际的目的。（重点首先是口头交际；同时也要注意书面交际）希望教学要紧扣这一点。实际教学中要求完完全全从实际中来的材料是困难的，但是模拟交际的材料还是能够编写的；只要在教学中带着明确的交际动机，模拟性材料可以弥补不足。

三、教学中使用教材时要尽量坚持及发扬以下几个原则：

1. 能产性：根据某一交际功能，抽象概括出几条模式，熟练掌握后即可套用。

2. 创造性：语言是能产的，无数新的言语可以通过发挥使用者的创造性而产生。

3. 多样性：注意学会在不同场合、对不同对象使用同一功能的多种言语形式。

4. 互相作用：交际总是互相的，提倡直接的口、笔头接触。

5. 自我照应：注意某一功能使用时的前后言语的照应。

6. 独立性：教学中教师要逐渐培养学生的独立性。要达到这一目的，必须逐渐减少对学生的束缚及控制。

四、教材各部分中几个要注意的问题：

1. 功能部分是否学好要看对 Practice 中的练习是否从交际

出发达到了交际的目的。要求学员以交际功能对话为样板,充分利用补充用语,举一番三进行操练活用;既要正确,又要得体。做到正确,必须依赖学好练好交际功能以及其他各部分内容,包括知识的,也包括技能的;做到得体,则要重视语言使用时的诸社会因素如场合、话题、人际关系等,分清不同的文体层次。

2. “模式操练”要求从摹仿着手,熟练听说反应,并结合交际需要逐渐由套用固定的模式发展到自由地灵活地应用。

3. 课文A改变传统的生字表做法,而有意识地要求学生自己查阅词典,学会根据上下文语境迅速选定合适的意义及用法,提高自学的能力。通过回答问题,学会写课文大意;同时还要注意与交际功能中的书面交际配合起来以提高书面交际的能力。

4. 语音与语法每课说明部分带有相当数量的术语;于书后以附录形式列有英中对照表供查阅参考。学习这二部分时都要考虑与交际功能联系起来。

5. 课文B也是全书框架中的一个组成部分,特别要看到它们与每课交际功能的关系。

五、本教材的交际功能会话,模式操练,课文A及语音练习等部分都配有中、英专家的录音磁带,要求学员认真摹仿学习。

六、本教材专为高等师范院校的英语专业学生编写,第二册供基础阶段的《综合英语》课一下使用,将起到核心教本的作用。

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LESSON ONE

Communicative Functions

I. Asking permission to do something; explaining your reasons; giving or refusing permission

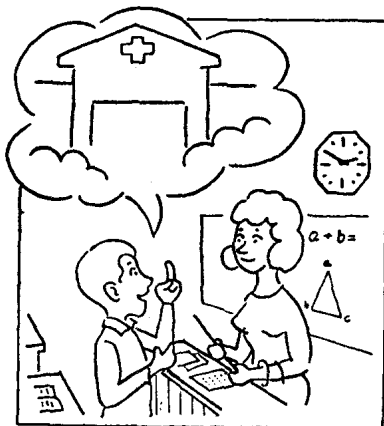
a. Could I leave earlier?

Zhang Hua:

Hello, Dr. Young,
how are you? Did
you have a good
time over the week-
end?

Dr. Young:

Oh, yes. I went
cycling in the coun-
tryside yesterday.



It was really marvellous.

Zhang Hua: What did you see in the country?

Dr. Young: I saw a great deal. I noticed the
main road was being widened for more
traffic. And on both sides of the road
I saw rice and vegetables growing in
the fields. And not far in the back-
ground, there were rows and rows of
newly-built houses ...

Zhang Hua: That is exactly what I saw yesterday too. I went on a cycling excursion to the zoo in the west suburbs, and enjoyed the green fields and fresh air. My only regret is that I got a cold.

Dr. Young: What a shame !

Zhang Hua: Oh, I wonder if I could leave 10 minutes earlier than usual today.

Dr. Young: Oh, well ...

Zhang Hua: It's just that I have an appointment with the doctor at 8:45.

Dr. Young: That's all right. Hope there's nothing serious.

Zhang Hua: Thanks.

b. I'm afraid no smoking is allowed

(Zhou Lin is showing a group of foreign visitors around the Exhibition Room of the Biology Department.)



Zhou: Ladies and gentlemen. We are now in the Department of Biology. The Department has two major specialities; namely, zoology and botany, and we are going to see the

stuffed animals and birds in the Exhibition Room. Well, here we are.