

9a

GO FOR READING AND WRITING
新目标人教版中学英语同步读写

English through Everyday Idioms

读谚语 学英语

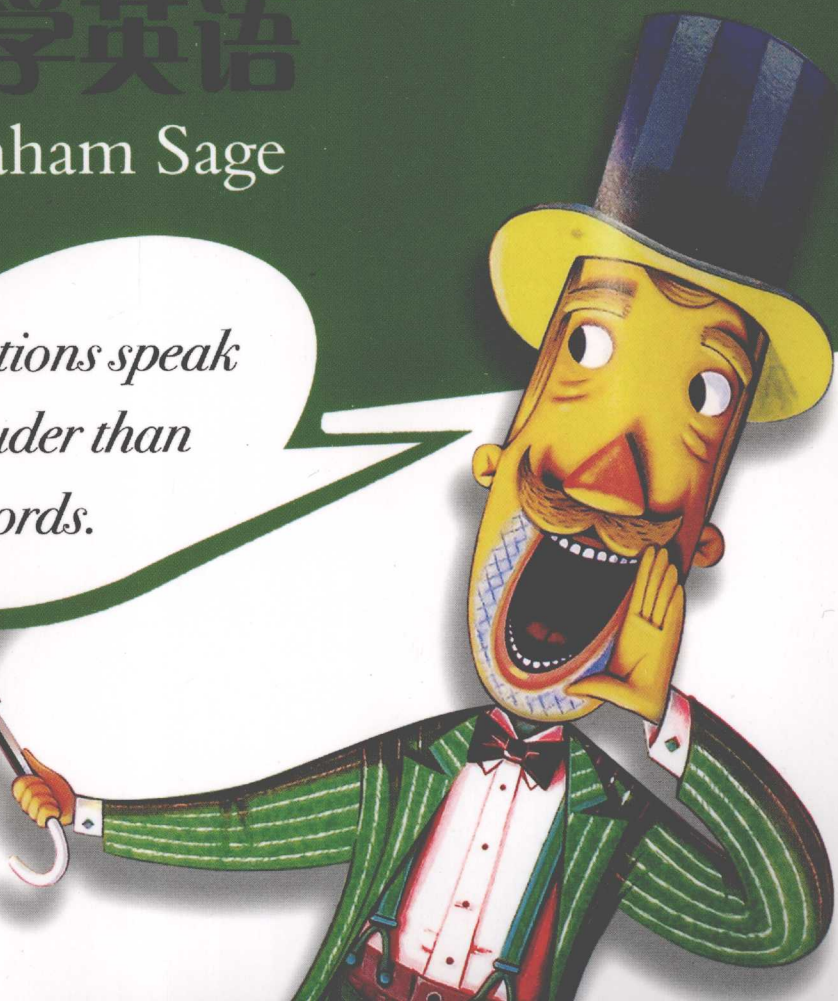
Graham Sage

*Actions speak
louder than
words.*

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使用指南

《读谚语 学英语》是为中学生设计的一套课外阅读和写作材料。该材料与新目标人教版中学英语教材 *Go for it!* 配套。作者 **Graham Sage** 先生出生于英格兰,牛津大学现代语言学硕士。他曾在新加坡创办了一所语言培训学校,具有丰富的语言教学经验。

本书并非教材,也没有具体讲解语法。但教材每个单元要求学生掌握的语法要点已经融入本书相应单元生动有趣的故事之中。

阅读能力是语言学习的基本功。培养良好的阅读习惯可以帮助学生实实在在地学好英语,而不只是应付各类考试一时之需。

遗憾的是,目前市面上供中学生阅读的材料不多。有些材料只是一些零散的段落,而没有完整的情节,很难吸引现在的中学生;有些材料乃从国外引进,其中涉及的情景与他们的日常生活相去甚远。

基于此,出版者和作者在做了充分的市场调查的基础上,为中国中学生奉上了这套读写丛书。书中的故事就像发生在孩子们身边——因为足球耽搁功课、上课玩手机、被家长逼着学钢琴;精灵古怪的万圣节、温馨和睦的春节;严厉的老师、调皮的同学、恨铁不成钢的父母……所有这些天天一再重复的事情都被作者用地道的语言描绘了出来。孩子们在这种风趣幽默的语境中,不知不觉地逐渐了解、熟悉英语谚语和惯用语的内涵及用法,从而能更加从容地表达自己。

对于这套系列丛书的使用,我们有如下建议:

1. 学生作为自学的听力和阅读材料使用

第一遍,边听边默读。每段材料中我们特意使用了约 50 个生词。遇见生词不要急着查辞典,仅掌握全文大意即可。读完后,再翻查书后所附的中英文词汇表。

第二遍,精读。我们建议,既不要听录音,也不要查词汇表。即使一下子记不



住这些生词也没有关系，因为在以后的单元中这些词汇会重复出现在不同的语境中。你会发现这些生词慢慢地从“陌生人”变成了你熟悉的“朋友”。

精读之后，关上书，仔细听录音。我们相信此时，你已经成竹在胸。做做练习吧，你会对自己更加自信。

练习 A 是综合理解多项选择题。

开始使用本书时，你也许会一边做练习一边翻翻前面的内容。但到了后面的阶段，我们建议你凭借自己的记忆和理解来做出选择。一定要等 10 道选择题做完之后，再查对阅读材料，最后才核对书后的参考答案。

练习 D 是字谜游戏。

填词游戏在国外非常盛行：地铁、火车、汽车上经常可以看见男男女女、老老少少，或坐，或站，拿着笔对着报纸或杂志上的字谜游戏苦苦思索。这套书中的字谜游戏主要是为了复习本单元或前面几个单元的词汇所设计的。通过这个挑战智力的小游戏，你会发现词汇量在悄悄地增加，也许还会在不经意间发掘出自己的潜力呢！当然我们有一条忠告：千万别边做边看答案！如果这样，则不仅失去挑战乐趣，而且降低学习效率。

2. 教师作为提高学生写作能力的辅导材料使用

阅读和听力训练暂告一个段落，现在孩子们需要运用才学会的生词和短语练练笔了。

练习 B 和练习 C 是两种不同的写作训练。练习 B 多为造句练习，练习 C 程度稍高一些。不管是哪一种，其目的都是鼓励学生学以致用。这个“用”是指在实际生活中的运用，而不是考试之“用”。

做完练习后，还需要教师的细心评讲和指导，学生的写作能力才能有所提高。

3. 教师作为提高学生口语能力的辅导材料使用

如果教师在课堂上讲授此书，则可以用书中的这些词汇和短语作口头练习，还可以让学生分角色扮演课本剧。其中最为关键之处是多听录音，尽量模仿，掌握正确的重音和语调，表演时才能惟妙惟肖、细致传神。

由于人物对话所用的都是现在英国孩子们的口头语，惯用语更是俯拾皆是。这给孩子们操练口语提供了必需的素材，而避免了即兴“创造”英语表达之虞。孩

孩子们兴之所至还可以充分发挥自己的想像,或改写情节、扩展对话,或延伸故事……这样又会反过来激发孩子们阅读的兴趣:听—读—说—写—听……如此循环往复,孩子们的语感就在这样一个轻松愉快的语言环境中逐渐养成。

总之,学英语的终极目的不是考试,而是把它作为一种对外交流的工具,让外界了解自己,让自己的思想得到充分的表达。这套丛书可以助你一臂之力,向目标靠近。

Introduction

The purpose of language is to convey meaning. The variety of ways in which meaning is expressed adds to the richness of a language. Sometimes meaning is more powerful when it is conveyed indirectly, and in most languages we find examples of meaning conveyed through the use of stories and fables. These usually have a moral ending which can often become a commonly used catchphrase, surviving unchanged, and still found today in everyday idioms.

This series of reading materials for Chinese middle school students introduces some of the more well-known idioms, maxims, proverbs and sayings in common usage in the English language.

Many of these express ideas which are common to several different languages and cultures, and, where appropriate the equivalent Chinese expression is also given.

The reading passages are graded to suit the level of English Chinese middle school students are expected to have acquired at each stage of the academic year.

Each unit of each book contains a reading passage illustrating a particular saying, and is followed by comprehension and grammar exercises and a crossword puzzle to make the challenge of vocabulary learning more exciting.

The vocabulary is introduced gradually and as the reading passages become more difficult there is also a regular review of words previously used. You are encouraged to have a dictionary at hand, particularly when doing the crossword puzzles, as they are designed not only to review some of the new vocabulary items in each unit but also to introduce some of the new words which will appear in later units.

The passages very often contain dialogues which students can enjoy acting out as a classroom exercise. There are many opportunities for you to use your ingenuity and also practice your spoken English as you work through the material in this book.

English is a living language and learning it should be fun and enjoyable.



导言

Introduction

语言的目的在于承载意义。其各种各样的表现方式使语言的表达更加多姿多彩。有的时候委婉的表达比直接表露更有力量。在许多语言中都可以找到用故事和寓言来说明道理的例证。它们常常以一些含有教育意义的句子结尾,而这些句子又常常被引用,经久不衰,成为今天的日常惯用语。

这套为中国中学生编撰的阅读丛书,遴选介绍了英语中广为人知的成语、格言、谚语和惯用语。

它们在很多不同的语言和文化中都有近似的表达,本书中我们也给出了相应的汉语意义。

阅读材料按照中国中学生每个学年应该达到的级别进行编排。

书中的各单元以一个谚语为主题,围绕这个主题我们编写了一个个小故事、综合理解和语法练习。为使词汇学习更加有趣,我们还精心设计了字谜游戏。

词汇的引入是循序渐进的。随着阅读材料难度的增加,以前出现过的词汇也会在后面的单元中重现。我们建议你手边准备一本辞典,尤其是在做字谜游戏的时候。因为字谜游戏设计的目的不仅在于复习学过的单词,而且还要预习下面几个单元中将出现的词汇。

书中的人物对话,学生可以分角色扮演课本剧。这套阅读材料给你提供了若干机会,让你在挖掘潜力的同时操练口语。

英语是一门活生生的语言,英语学习也一定会兴致盎然,充满乐趣。



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Graham Sage



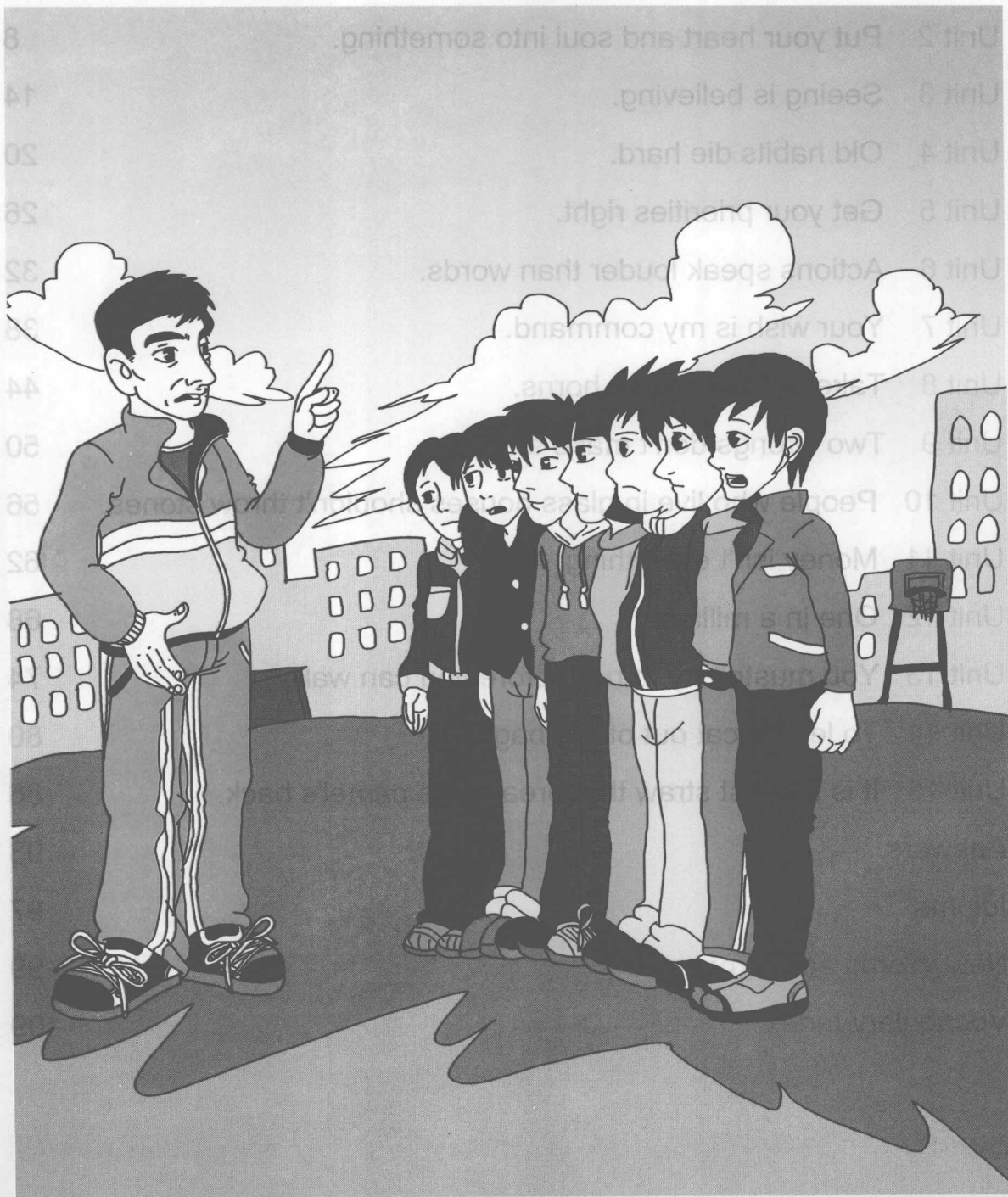
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Unit 1

Contents

Out of the frying pan into the fire.



The first day of the new school year is supposed to be fairly relaxed. We get together with classmates we haven't seen all summer, have a look at our timetables and find out which teachers will be taking us for each subject.

There were rumours at the end of last term that this year old Mr Ling would be our class teacher. And there were other rumours that he would soon be retiring. So we were not sure really what to expect when we turned up on the first day.

Mr Ling was the strictest teacher in the school. He hardly ever smiled, knew exactly when you were making something up or covering for a classmate, and had an uncanny memory about mistakes you had made, even after you had forgotten them yourself. He had eyes in the back of his head and had an uncanny way of knowing everything you were doing or thinking. Some students were convinced that the classroom was bugged and that he recorded our conversations during the breaks. They said that having Mr Ling as the class teacher was worse than being in a World War II concentration camp.

So it was with genuine relief and enthusiasm that we greeted our new teacher, Mr Peng, when he strode into the classroom on the first day of term. Mr Peng was a completely new teacher to the school. He had been transferred from Shaolin in Henan Province. He was in his forties, strong and energetic, nothing like old Mr Ling with his bony hands and creaking joints.

Our enthusiasm was short-lived, though. Mr Peng's first words to us were:

"I want this room kept spick and span at all times. Woe betide anybody who makes a mess."

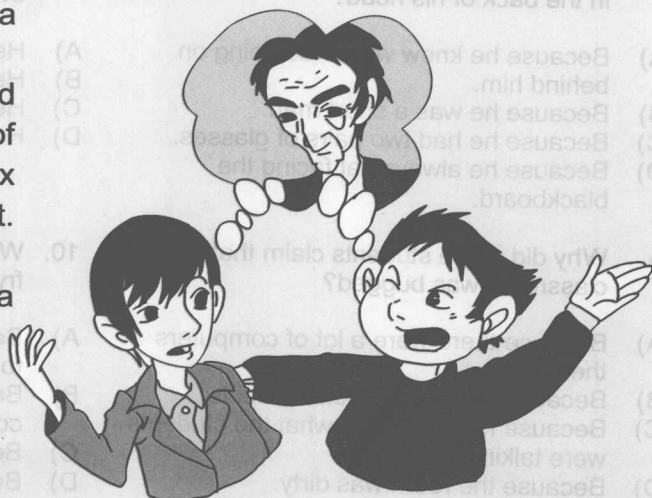
As if that wasn't enough to put a damper on the day, he went on by saying:

"And there's worse to come ..."

And indeed there was. It turned out that Mr Peng was also a fitness freak. We should have put two and two together as soon as we heard he was from Shaolin. Among his other accomplishments, he was a black belt in judo, a regular marathon runner and, of course, a kung fu master.

"I'll soon get those muscles toned up," he said. "I want every one of you on the school playing field at six every morning for an hour's workout. Understood?"

"Yes, Sir!" we all chorused like a platoon of new recruits.



A. Reading Practice

From the information given in the Reading Passage, circle the best answer, A), B), C) or D).

1. Why does the writer say the first day of the new school year is relaxed?
 - A) Because the students can go home after lunch.
 - B) Because the classroom chairs are comfortable.
 - C) Because the students do not have any lessons.
 - D) Because the students meet their new teacher.
2. What were the rumours about Mr Ling?
 - A) That he worked in a concentration camp during World War II.
 - B) That he was the strictest teacher in the school.
 - C) That he hardly ever smiled.
 - D) That he would soon be retiring.
3. Who is the class teacher this year?
 - A) Mr Ling.
 - B) Mr Peng.
 - C) A rumour.
 - D) A Shaolin monk.
4. Why did the writer say Mr Ling had eyes in the back of his head?
 - A) Because he knew what was going on behind him.
 - B) Because he was a short man.
 - C) Because he had two pairs of glasses.
 - D) Because he always sat facing the blackboard.
5. Why did some students claim that the classroom was bugged?
 - A) Because there were a lot of computers there.
 - B) Because Mr Ling collected insects.
 - C) Because Mr Ling knew what the students were talking about.
 - D) Because the room was dirty.
6. Why did the students greet Mr Peng with relief and enthusiasm?
 - A) Because he strode into the room.
 - B) Because they thought he was ill.
 - C) Because it was the first day of the new school year.
 - D) Because they were glad he was not Mr Ling.
7. What does 'spick and span' mean?
 - A) Clean and tidy.
 - B) Noisy and crowded.
 - C) Quiet and empty.
 - D) Prompt and punctual.
8. What is a fitness freak?
 - A) Someone who watches TV.
 - B) Someone who does a great deal of physical exercise.
 - C) Someone from Shaolin.
 - D) Someone who is good at adding numbers together.
9. What did Mr Peng tell the students to do every morning?
 - A) He told them to do their homework.
 - B) He told them to go to the playing field.
 - C) He told them to clean the classroom.
 - D) He told them to get up at six.
10. Why is this passage entitled 'Out of the frying pan into the fire'?
 - A) Because there was no time for the students to have lunch.
 - B) Because the students were attending a cooking school.
 - C) Because Mr Ling was stricter than Mr Peng.
 - D) Because Mr Peng was stricter than Mr Ling.

B. Writing Practice

Use the word/s in brackets and put them into a sentence of your own.

1. (have a look at)

2. (rumour)

3. (hardly ever)

4. (genuine)

5. (short-lived)

6. (Woe betide ...)

7. (it turned out that)

8. (make [something] up)

9. (every one of them)

10. (be convinced that)

C. Composition

Please write your answer on a separate sheet of paper.

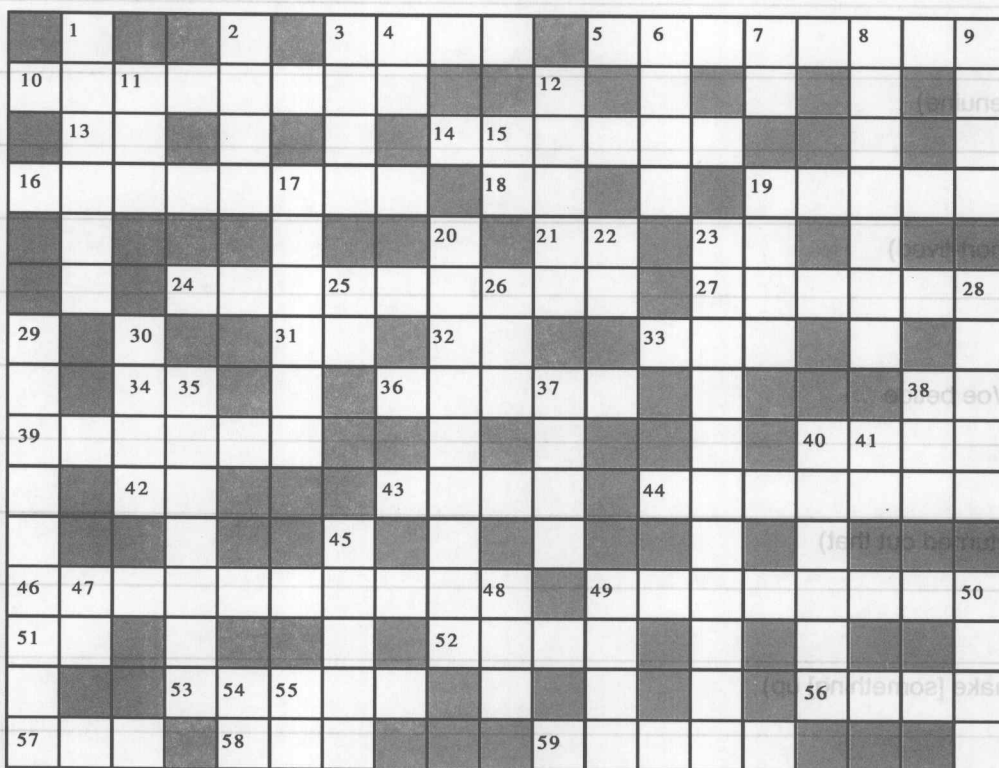
Physical exercise is important for a healthy lifestyle.

Use each of the following words/expressions in your composition.

nowadays, health, food, sleep, overweight, keep fit, enjoy, three times a week, feel better, live longer

D. Vocabulary Practice

Crossword Puzzle



Clues across

3. Difficult. (4)
5. Sang out together with one voice. (8)
10. If nobody told me, how was I _____ to know? (8)
13. Beats _____! I really haven't got a clue. (2)
14. _____ is enough! I won't stand for it anymore! (6)
16. The more we are _____, the merrier we'll be. (8)

Clues down

1. Information that may or may not be true. (6)
2. Kind. (4)
3. At this place. (4)
4. Short form for advertisement. (2)
6. Enormous. (4)
7. About. (2)
8. Unusual. (7)
9. He _____ as he's told. (4)
11. It helps clothes stay on the washing line. (3)

18. Either's friend. (2)
19. Between feet and shoes. (5)
21. I think _____. (2)
23. I think _____, too. (2)
24. I'm sorry. I've _____ your name. (9)
27. _____ come in. (6)
31. How do you _____? (2)
32. Concerning. (2)
33. Past tense of 'hide'. (3)
34. Father. (2)
36. I haven't seen him _____ last Saturday. (5)
38. _____ careful! (2)
39. The workman spread the paint _____ over the surface of the wall. (6)
40. Two pairs. (4)
42. I think I'll have an early night. I'm ever _____ tired. (2)
43. It twinkles in the night sky. (4)
44. Uncomfortably strange. (7)
46. Positive attitude. (10)
49. Merited. (8)
51. From head _____ toe. (2)
52. Give and _____. (4)
53. Correct. (5)
56. It comprises twelve months. (4)
57. Some people think men don't _____. (3)
58. Negative. (3)
59. In the midst of. (5)
12. More than bad. (5)
15. Opposite of 'yes'. (2)
17. Almost not. (6)
19. Opposite of 'bought'. (4)
20. Most strict. (9)
22. Turn _____ the light. It's getting dark. (2)
23. Which words are missing?
go, went and gone, _____, span _____
_____. (4, 3, 4)
25. Opposite of 'come'. (2)
26. A third of thirty. (3)
28. Each and _____ one of you. (5)
29. Full of energy. (9)
30. Monkeys. (4)
35. At one time or _____. (7)
37. You send your friend one for his birthday. (4)
38. Something round and nice to eat. (3)
40. Acceptably. (6)
41. I'll see you _____ Monday. (2)
45. After a while, the ship disappeared from _____ (5)
47. I rang but there was _____ answer. (2)
48. Adult male human being. (3)
49. Consider. (4)
50. Opposite of 'light'. (4)
54. We'll be there _____ ten minutes. (2)
55. Opposite of 'come'. (2)



Unit 2

Put your heart and soul into something.

I never imagined I could get such a high grade in my English test. Neither did my parents. They were delighted with my result at the end of last term.

"How did you manage to do so well?" asked my father when he saw my report card.

"By taking your advice," I said. "By putting my nose to the grindstone during those last few weeks before the test and by memorizing a lot of difficult English words and



expressions.

“You remember you told me at the beginning of the school term to keep a vocabulary notebook and write down every new word I came across. Well, I did that, but didn't take the trouble to study it each week and as time went by during the term, I ended up forgetting most of the words.

“Then, towards the end of term, I knew the English test was around the corner and I knew it was going to be a tough one. So I started flipping through my vocabulary notebook every morning on the bus to school. I studied two pages of the notebook every

day, made up sentences in my head using the new words and then wrote them down as soon as I got to school, before the first lesson began.

“In the evening, before going to bed, I tried to write the sentences down again, from memory, without looking at my vocabulary notebook. It was difficult at first and I often had to check the spelling again in the notebook. But I persevered and soon found I had a knack for remembering not only individual words but whole sentences as well.

“Perhaps the English words stayed in my head when I was asleep, because I remember even dreaming in English on more than one occasion.

“Anyway, Mr Huang, our English teacher couldn't believe his eyes when I started getting good marks for my homework. You know I was always rather close to the bottom of the class in English. When my English improved, Mr Huang thought someone else was giving me a hand with it. He even told me once not to get help from my father.

“‘My father?’ I said. ‘He hasn't got a clue about English.’

“Then when the test results were out and I came top, Mr Huang congratulated me in front of the whole class.”

“Well,” said my father, “you certainly have shown everyone you can put your heart and soul into something when you have set your mind to it. I'm very proud of you. And you're right. I haven't got a clue about English. But it's never too late to learn. Perhaps you can lend me that vocabulary notebook of yours, now that you've memorized it so well.”

