

高等
师专
教材

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English, Learn It Better

Book 3

贾德霖 主编

华东师范大学出版社

高等师范专科学校教材

English

Learn It Better

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English, Learn It Better (Book 3)

贾德霖 主编

张平功 贾德霖 编写

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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30日

前 言

高等师范专科学校英语教材 *English, Learn It Better* 是受国家教委有关部门委托,为适应我国培养中学英语师资之需而编写的。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 4 册,这是第三册,供师专英语专业二年级学生第一学期使用。本书由 16 单元 (Unit) 组成。若每周开设 6 课时,则每周教一单元。本书经试用,分量适中。

本书各单元间的深度,总体上逐一递升。但考虑到学习过程中学生英语技能的差异,在 Unit 8 和 Unit 9 设置一个较大的“平台”或“V形浅谷”。这样做,指望在期中使学生更好地巩固已获得的语言知识,更好地掌握已有的语言技能和熟巧,使他们能在一个相对齐平的新水准上继续拾级登坡。

本书课文,大多选自原作,少数限于篇幅而稍予缩节。所选课文,内容力求富有教育意义,情节力求生动耐读;语言力求地道、通俗流畅;尤其对话,活泼而实用,更利培养中学教师的听说能力。

各单元的 Word List 和 Idioms and Expressions 的注音和释义,故意留给学生自己去完成,以期培养他们使用词典和参考书的能力,锻炼他们自学和独立钻研的能力,因为这些能力对未来的中学英语教师来说是最基本的职业技能之一。Notes to the Text 只注较难者,凡常用工具书中能查阅得到者,亦本上述精神,一概让学生课外作注,课上交流。

各单元仍设 WORD STUDY,以期继续加强学生对英语词语的理解和运用功底。

各单元的 EXERCISE, 依然形式多样。但与第二册相比, 新添了一些简易的写作练习项目。

本书由复旦大学外文系主任孙骊教授审阅并作了一些修改。在编写过程中, *English, Learn It Better* 编写组的邵志洪、陈子奇、曹匡国、王海银等同志参加了本书的研讨工作。

编者水平有限、经验缺乏, 书中疏漏不当之处, 恳请使用本书者不吝赐教。

编 者
1990年8月

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Unit 1

TEXT

Why Is the Native Language Learnt So Well?

by Otto Jespersen

How does it happen that children learn their mother tongue so well? Let us compare them with adults learning a foreign language, for the comparison is both interesting and instructive. Here we have a little child, without knowledge or experience; there a grown-up person with fully developed mental powers. Here a method of teaching without planning; there the whole task laid out in a system. Here no professional teachers, but parents, brothers and sisters, playmates; there teachers specially trained to teach languages. Here only oral instruction; there not only that, but text-books, dictionaries and visual aids. And yet this is the result: here a complete mastery of the language, however stupid the children; there, in most cases, even with people otherwise highly gifted, a faulty and inexact command. Why is there such a difference?

Some people believe that a child's organs of speech are more flexible than an adult's. This explanation, however, does not really hold water. Children do not learn sounds correctly

at once, but make very many mistakes. Their flexibility of the tongue and lips is acquired later, and with no small difficulty.

Others maintain that a child's ear is especially sensitive. But then the ear also needs training, since at first it can hardly notice differences in sounds which grown-up people hear most clearly.

The real answer in my opinion lies partly in the child himself, partly in the behaviour of the people around him. In the first place, the time of learning the mother tongue is the most favourable of all, that is, the first years of life. A child hears it spoken from morning till night and what is more important, always in its genuine form, with the right pronunciation, right intonation, right use of words and right structure. He drinks in all the words and expressions which come to him in a fresh, everbubbling spring. There is no resistance; there is perfect assimilation.

Then the child has, as it were, private lessons all the year round, while an adult language-student has each week a limited number of hours which he usually shares with others. Besides, the child hears the language in all possible situations, always with the right kind of gestures and facial expressions. Here there is nothing unnatural, such as is often found in language lessons in schools when one talks about ice and snow in June or intense heat in January. And what a child hears is usually what immediately interests him. Again and again, when he succeeds in his attempts at speech, his desires are understood and fulfilled.

Finally, though a child's 'teachers' may not have been trained in language teaching, they always show deep concern for him. They take great pains to make their lessons easy and interesting, always repeating the same phrases and at the same time doing the thing they are talking about. They are greatly pleased at every little advance the child makes. Every attempt meets with sympathy and encouragement, and the most difficult step on the path of language becomes a game. Unfortunately, this is a point often not noticed by teachers of language, who demand faultless accuracy from the beginning. By keeping their pupils working too long at some little part of the subject, they often kill their interest in learning the language. Perhaps one should not only sprinkle the pupil, but plunge him right down into the sea of language and enable him to swim by himself as soon as possible. A great deal will arrange itself in the brain without the learning of too many special rules or the aid of elaborate explanations.

Word List

adult	instructive	visual
gifted	faulty	flexible
genuine	ever-bubbling	assimilation
gesture	facial	intense
faultless	accuracy	sprinkle
plunge	elaborate	

Idioms and Expressions

lay out	hold water
in the first place	drink in

as it were
take pains

share with

Notes to the Text

1. Otto Jespersen (1860 — 1943), Danish philologist, was professor of English at the University of Copenhagen from 1893 till 1925. He devoted his long life to the study of the English language and is especially known for his monumental work on English Grammar. The present excerpt is from his *Language, Its Nature, Development and Origin* (1922). It has been adapted and re-edited.
2. however stupid the children: no matter how stupid the children are.
3. visual aids: motion pictures, lantern slides, charts, etc. used in teaching, illustrating lectures, etc.
4. A great deal will arrange itself in the brain: The brain itself will gradually put the information in good order.

WORD STUDY

arrange

arrange v.

1. set in a good or pleasing order

I began to arrange the flowers in the vases.

The books and papers on the table were arranged tidily.

2. plan in advance; prepare

Before going away, he arranged his business affairs.

It was arranged that they should leave the following spring.

arrangement n. the act of arranging; something arranged, planned

The arrangement of the flowers only took a few minutes.

We could make an arrangement to meet at 10 o'clock.

make arrangements

demand

demand v.

1. claim as if by right; need urgently

The captain came down and demanded to know what was going on.

This job demands your attention without delay !

2. ask (for)

The policeman demanded the boy's name.

demand *n.*

1. an act of demanding; claim

The workers' demand for higher wages seems reasonable.

2. the desire for goods or services

Surely there's going to be a demand for every sort of goods.

in demand

on demand

make demands on (of)

learn

learn *v.*

1. gain knowledge (of) or skill (in)

Much can be learned from a good teacher.

Never too old (late) to learn.

2. become informed (of)

We learned the news this morning.

I learned from his letter that he was in Spain.

learn from

learn off (by heart)

learn of (about)

learn one's lesson

learned *a.* having much knowledge; concerning advanced study

Dr. Li is a very learned man.

They are learned books.

learning *n.* deep and wide knowledge

Students showed great enthusiasm in pursuing the new learning.

EXERCISES

I. Answer the following questions:

1. Do children learn their mother tongue better than adults learn a foreign language ?

2. Are a child's organs of speech more flexible than an adult's?
3. Is a child's ear especially sensitive?
4. Where does the real answer lie?
5. Why is there perfect assimilation when a child learns his mother tongue?
6. What are the differences between a child's 'teachers' and an adult's language teachers?
7. What does Jespersen think we should do in language teaching and learning?

II. Complete the following words by inserting letters in blanks:

inst__uctive	profe__ional	gen__ine	resistan__e
flex__ble	f__ulty	g__sture	assimil__tion
maint__in	s__nsitive	in__ense	ac__uracy
sp__in__le			

III. Choose from the list the word or phrase close in meaning to the italicized one(s) in each sentence, making changes if necessary:

imperfect informative no matter how
make a serious effort
kindness in some degree

1. The comparison between children and adults is both interesting and *instructive*.
2. He has a *faulty* command of the subject.
3. *However* cold it is, Betty always goes swimming.
4. I can see that you've *taken pains* over your paper, but it's still a bit too long.
5. Every attempt of his has met with *sympathy* and consideration.
6. The real answer in my opinion lies *partly* in the child himself.

IV. Fill in the blanks, using the words below:

maintain	elaborate	accuracy	gesture
limited	encouragement	favourable	plunge
gifted	visual		

1. I have only a _____ knowledge of the language.

2. The animal's _____ organs are different from ours.
3. There is no need to check the _____ of the report.
4. He made a _____ impression on the manager.
5. The lecturer made a _____ of quiet and the room grew still.
6. The composer is also a _____ pianist.
7. That was the first _____ I had ever received from anyone.
8. I still _____ that I am right and you are wrong.
9. The best way to start a swim is to _____ in.
10. Could you _____ a little on this theory?

V. Choose a correct word to fit into each sentence, using the proper form:

able	to instruct	favour
to enable	instructor	to favour
unable	instruction	favourite
ability	instructive	favourable

1. Mr. Jones has been working as a driving _____ since he was young.
2. The old workers _____ the young workers not only by word, but by deed, too.
3. Are the students _____ to see the differences between British English and American English?
4. Parents shouldn't show too much _____ to one of their children.
5. The bird's large wings _____ it to fly.
6. My classmate Li Ping always _____ dark trousers.
7. Mrs. Jones sometimes gives _____ in swimming.
8. The talks given by the heroes of the PLA are both exciting and _____.
9. Dark brown was her _____ colour.
10. Will you be _____ to fulfil the task a little sooner?
11. The speaker's gestures and facial expressions _____ us to understand him perfectly.
12. He showed great _____ as an organizer.

VI. Fill in the blanks, using the following expressions:

hold water	drink in	lay out
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