

COMPLETE  
ENGLISH

(英) B.G.Thorpe 方宜慶 譯注

4

# 最新英國初級英語

(英漢對照)



中國科學技術大學出版社

- 优美的文笔●规范的语言●
- 理想的教材●自学的范本●

*Complete English*

# 最新英国初级英语

[英汉对照]

第 四 册

[英] E. G. Thorpe

方宜庆 译注

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## 译注者序

这套由伦敦海涅曼教育出版社出版的“英国初级英语”(COMPLETE ENGLISH, Books 1-6)是为英语为母语的英国学生编写的初级英语语文课本。该书从1962年初版以来,十几次重印,一直沿用至今,是广泛使用于英国小学的优秀传统教材之一。

该书课文均为节选的名篇佳作,取材广博。书中一曲曲美丽的异国风情,一个个发生在海角天涯的动人故事,象万花筒一样,向我们展示了大千世界中许多我们尚感陌生的绚丽多彩的图画。语言生动流畅,许多片段读起来象诗一样朗朗上口,余味无穷,给人以美的享受。

每篇课文后附有以提高学生语言使用能力为主要训练目的而设计的三类习题(详见原序)。第一部分为阅读理解题,由浅入深地启发学生的思维,围绕课文组织讨论。第二部分为语言小结,紧扣课文,归纳总结性强。语法点的总结简明扼要,重点放在词汇的拼写,语义辨异、分类,词的搭配和造句练习上。第三部分为习题,注重引导学生查阅工具书和参考资料,培养学生对语言现象(首先是词汇)的独立的总结能力。如果说我国初级英语教学的最大成功之处是语法结构的教,那末,本书注重词汇训练的编写思想和丰富的词汇练习手段对改进我国的英语教学无疑是一个很好的启发。

这套优秀的英国小学语文教科书,显然也是我国大、中学生和其他广大英语爱好者学习英语的极好的教材。

为了方便我国学生进行两种语言的对比学习与研究,我

们给课文配上汉译和注释，增设了汉译英练习，并配齐了练习答案。

本书译注本的第1—4册可供我国初三、高一、高二、高三学生阅读，第5—6册可供大学英语第一级和第二级学生阅读。每册课文中词汇和短语的注释均参照国内学校各级的英语教学词表决定取舍。

第二语言习得的研究告诉我们：英语学习者在完成基本的语法框架学习之后，英语学习的成败，在很大的程度上取决于学习者能否积极地扩大词汇量，在语言实践中不断提高词汇的联想能力，进而提高词汇搭配的联想能力。译注本中补充的汉译英练习，正是为了帮助学生更好地消化课文中丰富的语言材料，提高学生词汇的使用能力而设计的。

本书亦为中学和大学的英语教员以及语言学研究者进行以英语为第一语言和第二语言的教材设计，语言习得的对比研究提供了不可缺少的资料。

目前，市面上各类英文教科书、阅读材料和考试复习资料可谓汗牛充栋，但是，经典的优秀英语教科书，尤其是初级和中级的优秀英语教科书似不多见，而较系统地介绍以英语为母语的优秀的中小学英语教科书，在国内则可能是第一次。如果这套译注本的出版能为促进我国的英语教学发挥一点作用的话，笔者当为之感到莫大的荣幸。

由于时间匆促，笔者见闻有限，译注中疏漏误谬之处在所难免，乞望英语界老前辈，同行学者和广大读者不吝赐教斧正为感。

译注者

1990年9月

于中国科学技术大学

# 原 序

这套六册英语教程包括下列初级英语学习内容：阅读理解，语言小结和资料研究（如拼写，词汇，查阅字典和专题小结等）。许多教师认为：学龄儿童应该在学校里根据他们的能力进行学习训练；要使他们在这些生动有趣的学习过程中得到乐趣；应该鼓励他们尽可能多地独立钻研，积极、勤奋、熟练地查阅字典、地图册、参考书等学习资料。力图体现教师们的这一思想，乃本书的编写宗旨。

第四册适用于三年级快班学生和四年级慢班学生。本册有三十套练习，每套练习分成三部分：阅读理解，语言小结和资料研究。

第一部分，阅读理解，有A，B两类问题，A类较容易，B类较难。每类中包含有十个问题。

这一部分为学生节选了生动有趣的优秀散文和诗歌，选材广泛，博采众家之长；要求学生围绕练习题悉心研读思考。有许多问题要求学生依据课文中描述的事件进行推理。

同时，还应要求学生为每篇阅读理解文章另外想出一个适当的标题。

第二部分，语言小结，主要是围绕课文内容而设计的。每套练习有一个专题。对语法要点予以归纳总结、反复操练。重点帮助学生纠正常见的语法和拼写错误，扩大词汇量，进一步提高使用语言的能力。

第三部分，资料研究，重点引导学生熟练使用字典，地

图册和其它参考书。这一部分有四类习题：(1) 容易混淆用错的字（如拼写相近的词等）。(2) 常用短语或日常用语。(3) 同音异义词。(4) 结合课文进行专题研讨。

每套练习第二、三部分的主要内容用标题形式排列在全书的目录中。

## Preface

This six-book English Course covers the following Junior School English; Comprehension, Language and Research (Spelling, Vocabulary, Dictionary work and Topics). It is intended for the consideration of teachers who believe that children come to school to work to the limit of their ability, that they should enjoy so doing through the provision of interesting work and that they should be encouraged to find out for themselves as far as possible by confident use of dictionary, atlas, reference books, etc.

Book Four is for 3rd Year Junior quicker children and 4th Year slower children. There are thirty exercises, each divided into three parts; Comprehension, Language and Find Out.

Part I, *Comprehension*, has two sections; A (fairly easy) and B (more difficult), with 10 questions in each section.

The aim has been to present interesting, well-written passages of prose and poetry from a wide variety of authors and to set questions which require thought on the pupil's part, many questions requiring deduction from facts stated in the passage.

Children should be encouraged to think of their own title for each Comprehension passage.

Part II, *Language*, arises as far as possible from the Comprehension passage, each exercise having a main topic. The essential points of Grammar at this stage are covered, with constant revi-



sion throughout. Particular attention is given to common grammatical and spelling errors, increase of vocabulary and increased facility in the use of Language.

Part III, *Find Out*, encourages children to use dictionary, atlas, reference books, etc. There are four sections; (i) Words which cause confusion (similar spelling, etc.). (ii) Common expressions or colloquialisms. (iii) Homonyms. (iv) Research on a topic connected with the Comprehension passage.

The main topics dealt with in Parts II and III of each exercise are listed in summary form on the contents pages.

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## 1. *King of the Ice*

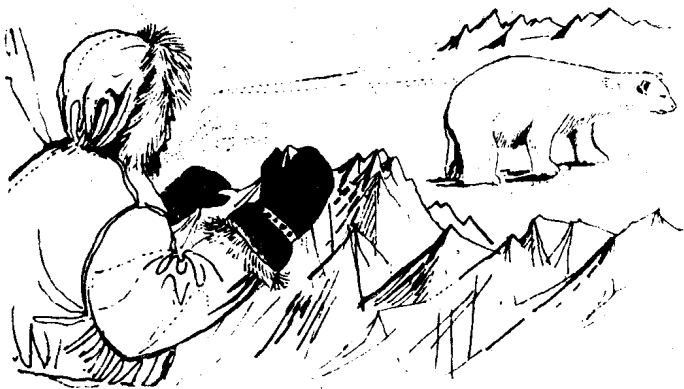
"We need plenty more seal", Oolak said as they parted. He added, "But you don't shoot seal in water now for they hard to get."

Two hours passed, during which Bob had heard Oolak's rifle crack four or five times. Bob decided to look for his companion and rejoin him. He climbed an ice pinnacle to look.

It was a peaceful scene that met Bob's gaze. White ice stretched before him with little streams flowing across its surface. The low hills and open plains of ice were all bathed in golden sunlight.

He did not see Oolak, but he became aware that the dogs had been howling for some time. It dawned on him that the entire team was in an uproar.

Glancing their way to see what the trouble was, his heart almost froze. Walking toward them was an immense whitish form, sleek head hanging low—a polar bear!



The bear smelled a freshly killed seal which Oolak had dragged to the sled, and it was this that he was seeking. To the clamour of the dogs he paid no more attention than if it were the buzzing of a fly. In his entire life the huge beast had never known fear, for the polar bear is the ruler of the ice. He knows no enemies.

From *Arctic Hunter* by Bud Helmericks

[译文]

## 冰国之王

“我们还要很多海豹。”阿洛克说着，他们就分手了。阿洛克又补充说，“你可不要打水里的海豹，因为很难捞上来。”

两小时过去了。在这期间，鲍波听到阿洛克的枪响了四、五声。鲍波决定去找他的伙伴，想和他在一起。于是他爬到冰峰上四处了望。

映入鲍波眼帘的是一片平静的景象。一个白茫茫的冰雪世界在他前面展开，一道道细小的溪流淌过冰雪的表面。低矮的山峰和开阔的冰原沐浴着金色的阳光。

他没有看到阿洛克，但听到狗叫了很长时间。他知道，所有的猎狗都在呼呼地咆哮。

鲍波想知道到底发生了什么情况。顺着狗叫的方向一看，他简直吓呆了。一个异常庞大的白色动物低垂着光滑的脑袋，正在向阿洛克他们逼近——原来是北极熊！

这头熊嗅出了阿洛克拖到雪橇边那只刚被打死的海豹味，这正是熊一直在寻找的东西。北极熊对狗的咆哮一点也不在意，只当作是苍蝇在嗡嗡叫一样。在这头巨兽的生涯中，他从来不知道害怕。因为北极熊是冰雪世界之王，他认为自己是天下无敌的。

[注释]

1. crack [kræk] *v.* 发出爆裂声
2. companion [kəm'pæniəm] *n.* 朋友，伙伴
3. rejoin [ri'dʒɔɪn] *v.* 重返；再加入
4. pinnacle ['pinəkl] *n.* 山峰
5. gaze [geɪz] *n.* 注视的目光



6. glance [glɑ:ns] *v.* 一瞥, 扫视
7. immense [i'mens] *a.* 巨大的
8. whitish ['hwaitɪʃ] *a.* 带白色的
9. form [fɔ:m] *n.* (人, 动物的) 外型
10. polar ['pəʊlə] *a.* 北极的
11. seal [si:l] *n.* 海豹
12. clamour ['klæmə] *n.* 吵闹声

### [练习]

#### Comprehension (阅读理解)

*Always remember: Use a Dictionary for Spelling and Meaning*

- A
1. Why did Oolak take a gun when he went off alone?
  2. Why did Bob climb an ice pinnacle?
  3. Was it sunny, foggy, stormy or raining?
  4. (a) What were the dogs doing? (b) Why?
  5. What was lying by the sledge?
  6. How did the bear know that there was food there?
  7. What kind of team is mentioned;  
    footballers, netball players, horses or sledgedogs?
  8. (a) Which two things were white?  
    (b) What was golden?
  9. (a) Had the seal been dead a long time?  
    (b) How do you know?
  10. What is the meaning of:  
    companion, peaceful, flowing, immense, dragged, sled,  
    seeking, enemies?
- B
1. (a) What did Oolak say to Bob?  
    (b) What did he mean?
  2. What happened two hours after Oolak had left?
  3. What was running across the ice: a bear, water, a dog, a fly?
  4. (a) Who do you think Oolak was?