

COMPLETE  
ENGLISH

〔英〕B.G.Thorpe 方宜慶 譯注

6

# 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 六 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。语法要点的总结简明扼要,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学,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、中學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1—4册可供初三、高一、高二、高三学生阅读，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工作者的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扶正为感。

译 注 者

1990年9月

于中国科学技术大学

## 原 序

这套六册英语教程是为中小学 6—12 岁的学生设计的，包含有阅读理解、语言小结和资料研究等初级英语学习内容。

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。

这套丛书是按照循序渐进的原则精心设计的。因此，不同智力的学生可根据自己的能力进行课程学习。本册大体上可供 11—12 岁的学生使用。

本册有 30 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。

阅读理解部分有 A、B 两类习题，A 类较容易，B 类较难。在这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；要求学生围绕习题悉心研读思考。有许多问题要求学生依据课文描述的事实进行推理研读。

语言小结部分尽可能密切联系课文，每道习题都有一个语言点，归纳总结了本阶段的语法要点，反复操练。重点都



助学生纠正常见的语法和拼写错误，扩大词汇量，提高使用语言的能力。

资料研究部分鼓励学生使用字典、地图册、参考书等学习资料，就每课出现的词汇和给出的专题进行独立钻研。还有一部分练习用于引导学生进行创造性写作。

## Preface

This six-book English Course has been planned for pupils from the age of 6 to 12, in Primary, Middle and Secondary Schools. It covers the following English: Comprehension, Language, Research.

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 dictionaries, atlases and reference books, etc.

The books are carefully graded so that children of varying ability may fit into the Course at their own level but as a general guide this book (SIX) is intended for children aged 11 and 12.

There are thirty exercises, each one being divided into three sections: Comprehension, Language, Find out.

*Comprehension* has two sections: A (fairly easy) and B (more difficult). The aim has been to present interesting, well-written passages from a wide variety of authors and to set questions which require thought on the pupil's part, many questions requiring either deduction from facts stated in the passage or research.

*Language* arises as far as is reasonably possible from the Comprehension passage, each exercise having a main Language topic.

The essential points of Grammar at this stage are covered, with constant revision. Particular attention is given to common grammatical and spelling errors, to increased vocabulary and facility in the correct use of Language.

*Find out* encourages children to use dictionaries, atlases, reference books, etc. in the following research suggested by the Comprehension passage; vocabulary, topic. There is also a section giving aids to creative writing.

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## 1. *Buried Alive*

"The whole upper storey must have been ripped off and smashed," Antti heard someone say. "Anyone sleeping downstairs will have more chance of getting out alive."

What Antti had heard was true. Werner, who had been sleeping on the ground floor of the strong old house, was still alive. He crawled round among the wreckage like an ant that has lost its way, hardly knowing which way up he was, but pushing forward, driven by the blind urge for self-preservation, in the hope of finding the light.

He had been waked by a single crash and the hissing of some thing like a thunderbolt that whizzed past, singeing everything on its way. The noise of the crash seemed to consist of every kind of sound and to end in a shuddering jolt like the explosion of some mysterious firework, invisible in the blackness of the night. The whole thing seemed so unreal that at first he was not even frightened. He remembered only a feeling of immense surprise. Then the house began to tremble. And suddenly fear gripped him. The

