

COMPLETE
ENGLISH

[英] E. G. Thorpe 劉月華 譯注

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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 五 册

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刘月华 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)是为以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（拼写、词汇、查字典和专题小结等）。许多教师认为：学龄儿童应该在学校里根据他们的能力来接受学习训练，要使他们在这些生动有趣的学习过程中享受乐趣，要鼓励他们尽可能多地独立钻研，熟练地查阅字典、图表、参考书等学习资料。力图体现广大教师的这一教学思想，此乃本书的编写宗旨。

第五册适用于四年级快班学生和中学慢班学生。本册有三十套练习，每套练习分为三个部分：阅读理解、语言小结和资料研究。

在第五册里，把课文和练习中的问题一起计算，每课有五页。^①（课序为偶数的）练习是以阅读理解放在最后而不是把它放在开头的，练习是交替安排的。^②

阅读理解有两部分：A（较易）和B（较难）。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，博采各家之长，要求学生围绕习题悉心研读思考。许多问题需要根据课文所阐述的情况来加以推断，凡需要学生用 Yes 或 No 来简略回答问题的，也要求学生解释怎样知道的，还应要求学生思考从课文中摘录出来的要点。

① 原书篇幅，现已补充改版——译注者注

② 现版面改为一种格式——译注者注

语言小结，尽可能围绕理解课文内容来设计的，每项练习都有一个要点，包括了这一水平上的基本语法，同时始终不断地进行全面复习，要求学生要特别注意常见的语法和拼写错误，扩大词汇量和提高运用语言的能力。

资料研究，重点在于鼓励学生使用词典、图表、参考书等，以此来查明词意，词和短语的用法，以及对理解课文要涉及到的专题进行研究。这一部分还包括语言小结里所扩展的一些问题，特别是在语言课里没空提出的、需要研究的一些问题。

习题有四类：1. 词义和词的用法。2. 俗语等等。3. 词汇研究。4. 专题研究，包括对历史、地理、自然等的研究，相信这些学科不应当是孤立的。

为了进一步帮助阅读，第五册中每课练习末都有推荐的书目或诗歌目录。人们会感到在这一水平上安排这样一些目录是特别有价值的。

每课练习的第二、三部分的主要内容以标题形式排列在全书的目次中。

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 V is for 4th Year Junior quicker children and Lower Secondary forms. There are thirty exercises, each exercise being divided into three parts, Comprehension, Language and Find Out.

To allow facing-pages for the Comprehension passage and questions in the five-page exercises of Book V, alternate exercises (the even-numbered ones) end with Comprehension, instead of beginning with it.

Comprehension has two sections, A (fairly easy) and B (more difficult). 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. Where a simple Yes/No answer is required, children are asked to say how they know. Children should be asked to think of their

own title for each extract.

Language arises as far as is reasonably possible from the Comprehension passage, each exercise having a main topic. The essential points of Grammar at this stage are covered, with constant revision throughout. Particular attention is given to common grammatical and spelling errors, to increased vocabulary and facility in the use of Language.

Find Out encourages children to use dictionary, atlas, reference books, etc., in finding out the meaning and use of words and phrases and in research on a topic suggested by the Comprehension passage. Extensions of questions found in the Language Section are included in this section, especially questions demanding research for which there would not be time in the Language lesson.

There are four sections: (i) The meaning and use of words. (ii) Colloquialisms, etc. (iii) Vocabulary research. (iv) Topic research, including history, geography, nature study, etc., in the belief that subjects should not be isolated.

Each exercise in Book V ends with a list of books or poems recommended for further reading. It is felt that such lists are of special value at this stage.

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. *The Fight*

What a squealing and a squeaking and a screeching filled the air!

Well might the terrified weasels dive under the tables and spring madly up at the windows! Well might the ferrets rush wildly for the fireplace and get hopelessly jammed in the chimney! Well might tables and chairs be upset, and glass and china be sent crashing on the floor, in the panic of that terrible moment when the four Heroes strode wrathfully into the room! The mighty Badger, his whiskers bristling, his great cudgel whistling through the air; Mole, black and grim, brandishing his stick and shouting his awful war-cry, "A Mole! A Mole!" Rat, desperate and determined, his belt bulging with weapons of every age and every variety; Toad, frenzied with excitement and injured pride, swollen to twice his ordinary size, leaping into the air and emitting Toad-whoops that chilled them to the marrow! "Toad he went a-pleasuring!" he yelled. "I'll pleasure'em!" and he went straight for the Chief Weasel.

They were but four in all, but to the panic-stricken weasels the hall seemed full of monstrous animals, grey, black, brown, and yellow, whooping and flourishing enormous cudgels; and they broke and fled with squeals of terror and dismay, this way and that, through the windows, up the chimney, anywhere to get out of reach of those terrible sticks.

The affair was soon over. Up and down, the whole length of the hall, strode the four Friends, whacking with their sticks at every head that showed itself; and in five minutes the room was cleared. Through the broken windows the shrieks of terrified weasels escaping across the lawn were borne faintly to their ears;