

English

上海市中学教师进修教材

英 语

第 三 册

上海译文出版社

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# 英 语

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上海市中学英语教师进修教材编写组编

上海译文出版社

本册供中学英语教师进修班第三学期使用。

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上海译文出版社出版

上海延安中路 967 号

新华书店上海发行所发行

上海市印十二厂印刷

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开本 787×1092 1/32 印张 10.25 字数 227,000

1981年2月第1版 1981年2月第1次印刷

印数：1—10,500

书号：9188·102 定价：(六) 0.85元

## 说 明

第三册的编写原则基本上和第一、二册相同。现就本册的内容、要求等作些补充说明：

一、从本册起在继续注意听说训练的基础上，侧重阅读和写作能力的培养。

二、考虑到内容深广度的增加，全册课数改为十五课。课文全部选用原著，个别地方作了些修改。题材有语言学习、英美人民生活习惯、科普知识等。

三、语法内容在第一、二册的基础上进行了必要的加深和系统化。有情态动词的各种用法，以关系副词引导的定语从句，状语从句的系统小结，复合宾语的结构和用法，非谓语动词的时态、语态、用法比较，it 的各种用法等。

四、句型操练不再安排替换练习，但仍注意和一定情境的结合，为重点语法内容提供感性材料。在教学时可采用听读方式。

五、增设了词汇研究和写作指导。在词汇研究中，介绍常用词的词义、用法、辨义、搭配等；写作指导则联系课文介绍一些基本的写作知识和技巧，注意把理论的指导和具体的写作实践结合起来，并安排必要的练习。

六、注释、语法、词汇研究、写作指导都用英语说明，为用英语上课提供必要的用语。

编 者

一九八〇年五月

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## Lesson One

### DRILLS

1. — Jack *can't* speak Italian fluently yet.  
— He'd better talk it more. Then he'll *be able to* speak it fluently.
- John *can't* hear the lecturer.  
— He'd better go and sit near the front. Then he'll *be able to* hear him.
- Did you get home before the rain yesterday?  
— Yes. Luckily I *was able to* catch a bus.
- *Was* George *able to* get any lunch in the end?  
— No. He ate some biscuits instead.
2. — *Need* you go home yet?  
— I'm afraid I *must*.  
— Well, *do* you *need to* go straight away?
- *Need* we discuss this problem?  
— I'm afraid we *shall have to*.  
— Well, *do* we *need to* discuss it right away?

— *Need* Peter tidy his desk?

— Yes, he *has to*.

— Well, *does* he *need* to tidy it now?

— *Need* you repeat after the tape-recording today?

— I'm afraid I *must*.

— Well, *do* you *need* to do it now?

3. — I haven't written my composition yet.

— Well, you *ought to* write it now.

— Mary hasn't touched her German for days.

— Well, she *ought to* keep it up all the time.

— I sometimes stay up late at night.

— You *oughtn't to* stay up too late.

— He is often late for school.

— That's naughty of him. He *oughtn't to* go to school late.

4. — *Have* you *to* go to the meeting?

— Yes, I'm afraid I *have to*.

— *Has Jane got to make a speech today?*

— Yes, she says she *has to*.

— *Did you have to live at home last term?*

— No, but I'll *have to* next term.

— *Did they have to eat out yesterday?*

— No, but they'll *have to* tomorrow.

## TEXT

### Learning a Foreign Language

In schools all over the world boys and girls are learning foreign languages. Everybody knows his own language, but another one is very useful, especially when we travel to other countries. If we go to France, we ought to be able to speak French, and in Germany people will expect us to understand German.

How many languages are there in the world? There are about fifteen hundred, but many of them are not very important. English is one of the most important languages because so many people use it, not only in England and the U.S.A., but also in other

parts of the world. About 200,000,000 (two hundred million) speak it as their own language, and another 200,000,000 use it as a second language. It is difficult to say how many people are learning it. Many millions of schoolboys and schoolgirls are trying to do so.

English children study French, which is also a very important language. An Englishman can usually find someone in almost all parts of the world who is able to talk to him in either English or French.

Which is the best way to learn a second language? We should remember that we all learned our own language well when we were children. If we could learn a second language in the same way, it would not seem so difficult. Think of what a small child does. It listens to what people say, and it tries to imitate what it hears. When it wants something, it has to ask for it. It is using the language, talking in it and thinking in it all the time. If people had to use a second language all the time, they would learn it quickly. It is important to remember, also, that we learn our own language by hearing people speak it, not by seeing what they write. We imitate what we hear. In school, al-

though you learn to read and write as well as to hear and speak, it is best to learn all new words through the ear. You can read them, spell them, and write them later.

A man who stuttered once went to a shop where they sold birds. He wanted to buy a parrot, a bird which we can teach to speak. He said to the shop-keeper: "Have you g-g-got a p-p-parrot that can t-t-talk English?"

"Yes, sir," answered the shop-keeper. "Here's a fine green one that will understand everything you say to it."

So the man bought it. But a few days later he took it back to the shop.

"This b-b-bird can't t-t-talk," he complained. "It can only st-t-t-utter."

Even a parrot learns to say just what it hears.

## NOTES

### 1. *Have you to go to the meeting?*

Here *have to* is used in the sense of *must*. For the distinction between *have to* and *must*, see Page 160, Book One. When used in the negative and interrogative, *have to* can be used with or without the auxiliary verb *do*. The distinction is not always clear. Generally,

when the reference is to sth. regular or habitual, the use of *do* is to be preferred; when the reference is to a particular occasion, construction without *do*, and in colloquial style, with *got*, are to be preferred. cf.

*Have you (got) to go to work early today?*

*Do you have to go to work early every day?*

## 2. *second language*

In this article the term *second language* is in essence used to mean *foreign language*. From a linguistic point of view, a second language is different from a foreign language. In some countries two or even more languages are used as a means of social intercourse. In Canada, for instance, English, French and German can be heard spoken by the people, for most of them are descendants of the immigrants from England, France and Germany. In one region, English may be dominant, while in another, French or German may be more common. In order to understand and to be understood, people have to learn a second language or even a third, besides their mother tongue.

3. Think of what a small child does. *It* listens to what people say, and *it* tries to imitate what *it* hears.

The personal pronoun *it* can be used to refer to a baby or a small child.

## 4. *as well as*

Note how the parallel parts are linked by the two

different conjunction phrases *as well as* and *not only ...but*:

We shall travel by night *as well as* by day.

We shall travel *not only* by day *but also* by night.

## GRAMMAR

### Modal Verbs (I)

1. We have learned in Book One and Book Two some of the uses of the modal verbs:

*Can* expresses ability or permission.

*May* expresses permission.

*Must* expresses necessity.

And we know that *ought to* and *should* are also modal verbs. They both express *duty* or *obligation*, but *ought to* is more emphatic:

You *should* do as the teacher tells you.

We young people *ought to* make great contributions to the four modernizations of our country.

2. *Need* and *dare* can also be used as modal verbs, but generally in questions and negative sentences, e.g.

*Need* he do it?

*Dare* he do it?

He *needn't* do it.

He *daren't* do it.

No one *need* do it.

No one *dare* do it.

Notice that in the following sentences *need* and *dare* are used as notional verbs:

He *needs/needed* to do it.

He *dares/dared* to do it.

*Does/Did* he need to do it?

*Does/Did* he dare to do it?

3. *Can* has its past tense form *could*; *may*, *might*. The other modal verbs have no past tense form.
4. Instead of *can*, *be able to* is used, especially for past, future, etc., e.g.

I *am/was/shall be/will be/have been able to* do this.

He *is/was/will be/has been able to* do this.

But notice:

- 1) When we are talking about past time,
- a. we use *could* or *was/were able to* to show ability, e.g.

I *could/was able to* swim when I was a boy.

- b. we don't use *could*, but *was/were able to* to express possibility, e.g.

I *was able to* (not *could*) visit the exhibition yesterday.

But: Yesterday I *couldn't* (or *wasn't able to*) come to see you because of illness.

- 2) When we are talking about future time,
- a. we generally use *be able to* (not *can*) to show ability, e.g.

I think I'll *be able to* (not *can*) speak English well next year.

- b. we can use either *can* or *be able to* to express possibility, e.g.

If it is fine tomorrow, I *can/will be able to* go to

the seaside.

If it isn't fine tomorrow, I *can't/shan't be able to* go to the seaside.

5. Instead of *must, have (got) to* is often used, especially for past and future, since *must* has no forms for these concepts, e.g.

I *have (got) to/had (got) to/will have to* go to the dentist about my bad tooth.

He *hasn't (got) to/hadn't (got) to/won't have to* tell her all about it.

Notice that *must* can be used as the past tense form in indirect speech, e.g.

Yesterday he said that he *must* go to the dentist about his bad tooth.

cf. He *had to* go to the dentist yesterday about his bad tooth.

## WORD STUDY

hear v.t., v.i.

1. perceive with the ear

Can you *hear* me?

Deaf people cannot *hear*.

2. be told or learn about

*Have* you *heard* the news?

I *hear* that he has returned to Shanghai.

3. *hear* + prep.

Have you *heard of* (i.e. know of) it?