

德兰英语学习指导

怎样记牢英语单词

HOW TO MEMORIZE

说明道理

熊德兰 著

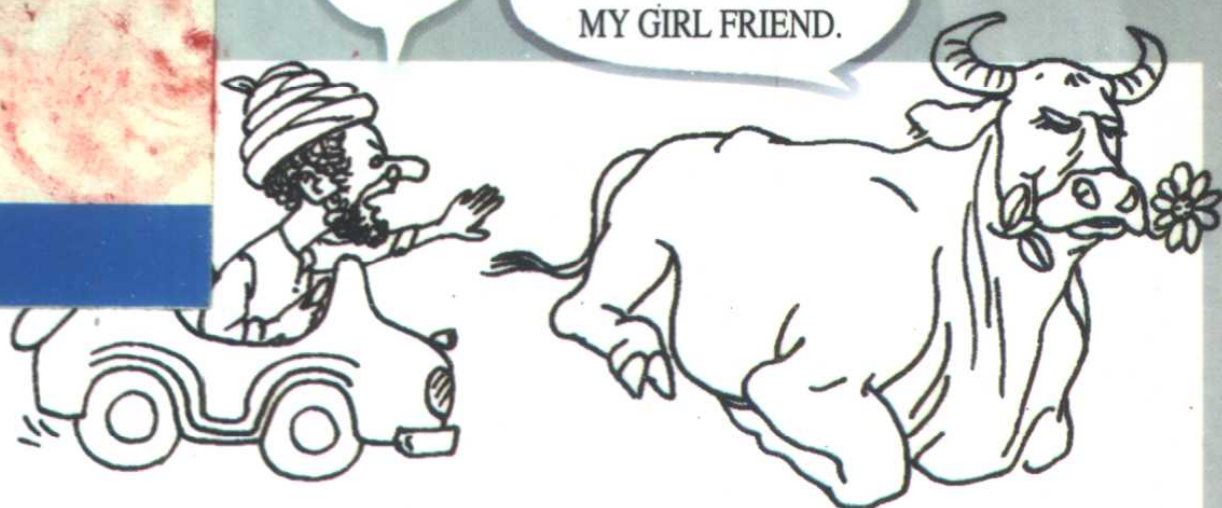
指出规律

提供方法

探索诀窍

GO
AWAY!

I AM WAITING FOR
MY GIRL FRIEND.



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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熊德兰 著

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内 容 提 要

如何记牢大量单词以扫除学习英语的拦路虎,这是许多人难以办到的问题。本书作者从事英语教学五十多年,曾经在一些大学师生和中学教师中就这个题目做过多次讲演,有一套独特的见解以及行之有效的方法。这本小册子就是在这些讲演的基础上整理出来的。

出版说明

现在奉献给大家的是熊德兰教授在总结她长达五十多年英语教学的基础上重新修订的四册指导英语学习的书,书目如下:

《怎样记牢英语单词》

HOW TO MEMORIZE

《怎样速成英语句法》

SIMPLE SYNTAX

《怎样速成英语会话》

ENGLISH CORNER

《怎样接待旅华外商》

YOU ARE WELCOME

前两本书用于打基础阶段,作者对如何掌握英语词汇和句法提出了独到的见解以及行之有效的方法。

后两本书则用于提高口语水平,由浅入深。这两册书好似几部多幕多景的剧本,场景生动逼真,使读者觉得似乎身临其境,从而学到活的语言。

这套英语书语言地道且精炼,并配有汉语译文。两本口语书分别配了录音带,供读者自愿购买。

德 兰 主 要 作 品

中文长篇小说

《海外归人》

《年轻的外交官》

英语学习指导

《怎样记牢英语单词》

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(英汉对照)

《留学诙谐曲》

LONDON HUMORESQUE

《神秘的外商》

MYSTERIOUS MERCHANT

《慧女英美行》

JOURNEY TO THE WEST

《海外度青春》

YOUTH SPENT ABROAD

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第一部分

(供学习者参考)

一、为什么记不住？

语言好比一棵树，句子结构就像树枝，单词就像树叶；如果一棵树从发芽开始就不断落叶，这棵树怎么能茂盛起来？

近年来，我们在英语教学中，比较着重研究如何使学生掌握语法，至于如何掌握单词，总认为那是要靠每个学生自己下功夫的问题。结果，许多学公共外语的学生花费了大量的时间死记单词卡片，硬背单词表。这种学习方法，如果只是为了应付考单词，成绩可以很不错。但是，这样记的单词，过不多久就会忘记一大半。有不少学过好几年英语的人，想看一篇英语文章，首先的障碍仍是生词连篇；不过，许多“生”词，却又并不完全陌生——“咱们似乎在哪里见过面，只是记不起尊姓大名……”这就是目前相当多的英语学习者的最大苦恼。

要解决这个问题，我们首先必须弄清楚：为什么费了很大劲还记不住单词？

记和忘，是一对矛盾的两个方面。任何人的大脑，对事物的反映一般都有这样的过程：刻下印象——印象开始消失——加深印象——再逐渐消失——再加深——再消失……因此，记不住单词的原因不外乎两种：一是这些单词在脑子里刻下的印象不深，二是在印象消失的过程中，没有加深印象。

勤奋的学生就要问：每个单词，我起码都要写几十

遍,读上百遍,难道印象还不深吗?我每读一次,每写一次,难道不是在加深一次印象吗?为什么过一段时间仍然会忘呢?

的确,我们经常坐在电车、汽车上,在公园、校园里,看见刻苦学习的青年,手捧着英语单词卡片或生词本,嘴里像和尚念经一样地重复一个一个的单词:“content, 内容, content, content, content ... volume, 容量, volume, volume, volume ...”每个词要重复无数遍,接着又开始念下一个生词。年轻人只要下功夫强记,是能一下子记不少单词的。但是,过不多久他们自己也会发现,凡是强记的单词,记得快,忘得也快;当时一口气记得越多,过后忘得也越多。

要知道,当你将一课、或数课的单词,一个个地拼命强记时,每个词都只是单独地在你的记忆里留下几个字母、它的发音和孤立的意思,而这些词的意思是互不联系的。这些孤零零的单词,不可能在你的大脑中显出一幅幅生动的画面,也不能留下任何完整的意思。这一个个枯燥无味的单词,怎能给你留下长期的深刻印象呢?

当然,将一些单词挨个儿地每个连读上百遍,一时能起到加深印象的作用,但问题在于,在强记这些生词后(特别是考试结束后)相当长的一段时间内,你是否会遇到这些单词?是否能有计划地不断进行复习?也就是说,这些单词在你脑海中的印象逐渐消失的过程中,是否能得到加深?事实上,往往是加深不了。人们一般总是忙于去记大批新的生词,每个生词又得读上无数遍,哪里有时间复习已考过的单词;再说,原来

强记这一个个的单词已经够枯燥了,谁还愿意再去复习呢。

既然如此,怎么办?

二、单词、句子、课文的关系

单词、句子、课文三者的关系，好比点、线、面的关系。任何事物都不是孤立存在的：点是线的一部分，线又是面的一部分。同样，我们学习的每个单词，是某个句子的一部分，而每个句子又是某篇课文的一部分。

每个句子都有完整的意思，每篇课文都有完整的内容。要想使某些生词在大脑里刻下较深的印象，是把它们从课文中挑出来一个一个地念熟好呢，还是把这篇有完整内容的课文一段、一段地念熟好呢？

初学英语的同志不妨亲自做一个试验：请看以下两篇课文和生词表（这两篇课文的长度、深度和生词量大致相同）。

第一篇课文

Solids, Liquids and Gases

Many never-alive things are mixtures. Some mixtures have a solid form, and some have a liquid form. Others are in the form of a gas.

Some things are mixtures of solids. Many rocks are mixtures of solids. We can make a mixture of solids with sand and cement.

Some things are mixtures of liquids. Cod liver oil is

a mixture of liquids. We can make a mixture of liquids with water and oil.

Gases are easily mixed. Air is a mixture of gases. Coal gas is a mixture of gases from coal.

There are also mixtures of solid, liquid and gas. Smoke is a mixture of gases and bits of solid. We cannot see the gases in the smoke, but we can see the bits of solid. We call it soot. Fog is a mixture of solid, liquid and gases. Town fog is a mixture of smoke and tiny drops of water.

生 词 表

1. solid ['solid] (名词) 固体;
(形容词) 固体的
2. liquid ['likwid] (名词) 液体;
(形容词) 液体的
3. alive [ə'laiv] (形容词) 有生命的、活的;
never-alive 无生命的
4. thing [θɪŋ] (名词) 事物, 物, 东西
5. mixture ['mɪkstʃə] (名词) 混合物
6. form [fɔ:m] (名词) 形状; 形式
7. rock [rɒk] (名词) 岩石
8. sand [sænd] (名词) 砂子
9. cement [si'ment] (名词) 水泥
10. cod [kɒd] (名词) 鳕鱼
11. liver ['lɪvə] (名词) 肝、

12. oil [ɔil] (名词) 油; cod liver oil 鱼肝油
13. mix [miks] (动词) 混合
14. air [eə] (名词) 空气
15. coal [koul] (名词) 煤
16. smoke [smouk] (名词) 烟
17. town [taun] (名词) 城, 城镇
18. fog [fɒg] (名词) 雾
19. bit [bit] (名词) 小块; 少量
20. soot [sut] (名词) 烟尘, 烟垢
21. tiny ['taini] (形容词) 细微的, 很小的
22. drop [drɒp] (名词) 滴, 水滴;
(动词) 掉下, 落下, 滴

第二篇课文

Salt

Many living things need salt. There is salt in our blood, and salt in our tears. There is salt in the ground, and salt in fresh water. We can taste the salt in sea water.

Rain water goes into the ground, and the salt in the rocks and soil dissolves in it. Water runs from the ground into streams and rivers, and streams and rivers run into the sea. Thus, water carries salt to the sea.

Some of the water from the sea becomes water vapour. But the salt does not, it stays in the sea. When

sea water dries up, the salt stays behind.

We dry sea water to obtain salt. We can also obtain salt from salt mines. Common salt is pure salt, but table salt is a mixture of salt and other solids, so that it pours more easily.

生 词 表

1. salt [sɔ:lt] (名词) 盐; table salt 食盐
2. living ['liviŋ] (形容词) 有生命的; 活的
3. blood [blʌd] (名词) 血
4. tear [tiə] (名词) 泪
5. ground [graʊnd] (名词) (土) 地
6. fresh [freʃ] (形容词) 新鲜的
7. taste [teɪst] (动词) 尝; (名词) 味道
8. sea [si:] (名词) 海
9. rain [rein] (名词) 雨, 雨水; (动词) 下雨
10. soil [sɔɪl] (名词) 泥土, 土壤
11. dissolve [di'zɒlv] (动词) 溶解
12. river ['rɪvə] (名词) 河, 河流
13. run [rʌn] (动词) 流; 跑
14. carry ['kæri] (动词) 带; 拿
15. vapour ['veɪpə] (名词) 蒸汽
16. stay [steɪ] (动词) 留; 保留, 保持
17. dry [draɪ] (动词) 变干, 使变干;
(形容词) 干的;
dry up 全部变干; 使全部变干

- 18. mine [main] (名词) 矿
- 19. pure [pjue] (形容词) 纯的
- 20. pour [pɔ:] (动词) 倒; 灌
- 21. easy ['i:zi] (形容词) 容易的
- 22. so that 因而, 因此

以上两篇课文,对初学者来说,都有约二十二个生词;课文的长度和深度也大致一样(略有英语基础者可另找两篇程度较深一些的文章做试验,但两篇生词量要相近)。为了做试验,先将第一篇课文一段、一段地背熟,如果能默写出来就更好,不默写也可以。然后,再读第二篇课文,读完一两遍就把它放在一边,而集中精力记这篇课文的生词表,直至能记住每个生词的意思,并能正确拼写。

做完上述两件事,3个月之内你故意不去碰这两篇课文。3个月后,请别人就这两课书的生词给你进行测验。到那时候你就会发现,那篇曾背熟过的课文,现在虽然背不出了,但其中的单词,大部分你还能记住;而第二篇课文中的单词,尽管你曾有意识地去记,并且当时确实也记住了,默写出来了,可是,经过3个月,大部分反而记不起来了。为什么?

所以会产生这两种截然不同的效果,道理很简单。第一篇课文中的生词,你是把它们留在课文里记的。课文讲了道理、举了具体而生动的例子,给了你知识,因而给你留下了较深刻的印象。为了背课文,你当时把这篇文章分段地朗读过许多遍,因此课文中每个句子的意思,也在你脑中不断加深印象,例如:

We can make a mixture of solids with sand and cement.

(我们可以用沙子和水泥制成固体的混合物。)

每念到这个句子,你的脑子里就闪现出平时常见的和水泥的画面。在背熟课文的过程中,这个生动的图画要在你的脑中重现许多次,结果印象当然就深了。

不但是通过课文和句子来记单词,就是通过短语来记,也比单独记生词效果要好。例如:cod liver oil 鱼肝油,与其将这三个英语单词每个念无数次,不如把这个完整的短语多读几次,直至能脱口而出。

然后,再把它放到句子里来记:

Cod liver oil is a mixture of liquids.

(鱼肝油是液体的混合物。)

每读到这句话时,便会有一幅画面展现在眼前,也许是液体的鱼肝油缓慢地向下流。或许从一个瓶子里倒出来,或许从一支玻璃滴管里滴下来,或许从一粒咬破了的鱼肝油丸里流出来……人们曾在各种情况下观察到鱼肝油是液态的,因此,任何人一读到这个英语句子,自然会根据自己的生活体验,联想起某一生动的画面。这样结合课文中的句子来记单词,当然会比单独地、孤立地记单词印象深。

如果课文有情节、有趣味,那么,在背课文时,随着故事内容的展开,每个生词就会在脑海里刻下更深的

印象。

对学外语的人来说，单词、句子、课文的相互关系可以归纳为两句话：

通过课文学句子，通过句子学单词。

三、基本读音规则

关于英语单词的读音规则（有人称之为“拼音规律”），经常听到两种说法，一种是：英语单词基本上没有读音规则；另一种说法是：英语单词虽然有读音规则，但这种规则太复杂，记不住，而且例外太多。

第一种说法显然与事实不符，因为英语单词的读音是有规律的。第二种说法也不确切，因为英语单词的读音规律可以搞得很烦琐，也可以简单扼要；如果抓住的规律是基本的规律，那么，掌握并不难，例外也不多。

但是，我国近年来大多把英语单词的音节分为“开音节”、“闭音节”等，并以此为基础来介绍读音规则，结果例外的确很多，使得许多学生觉得学了规则没有用，不少学生只好死记每个英语单词如何拼写，同时又得死记每个单词的国际音标——难怪他们记单词时叫苦连天。我们不止一次地发现，有的同学把 house 拼写成 haus 或 hause，还有不少同学把 house 读作[hous]，把单词和国际音标混淆起来的类似例子举不胜举。之所以产生这种现象，正是没有掌握读音规则而死记国际音标的结果。

我国目前英语词典和英语教科书，绝大部分采用国际音标，因此，必须把国际音标学会。但是，有一条原则必须牢记：

只能通过国际音标来了解单词如何发音，不能通过国际音标来记忆单词；了解和记忆是两回事。

要想记住英语单词如何发音,如何拼写,首先就得掌握最基本的读音规则,现介绍如下:

两个字母组成的辅音

sh[ʃ]: she, short, fish, ship, finish, shopping

ch[tʃ]: chair, watch, change, China, teacher,
children

wh[w]: what, why, when, where, somewhere,
whether

th[θ]: three, think, month, third, thank,
Thursday

gh 不发音: night, thought, right, through,
daughter

ce[s]: nice, since, rice, sentence, introduce

两个字母组成的元音

oi }
oy } [ɔɪ]: oil, boy, join, toy, boiling, enjoy

ou }
ow } [aʊ]: out, now, about, house, however, flower

or [ɔ:]: or, short, more, north, forty, morning

ar [ɑ:]: are, car, park, hard, party, market

er }
ir } [ɜ:]: her, first, turn, third, furnish,
ur } determine

a 在 l 前面发[ɔ:]: all, also, talk, called, always,
walking

英语单词中的元音字母 a, e, i, o, u, 有时发这些字母本身的音 (即字母名称的音), 如: take, meet, night, cold, use; 但有时不发字母音, 而发国际音标中近似的符号所代表的音: [æ], [e], [i], [ɔ], [ʌ], 如: back, best, his, not, but。至于这些元音字母在什么情况下发字母名称的音, 什么情况下发国际音标的音, 是有一些规律可循的, 可是, 有关这个问题的读音规律, 有的太烦琐, 有的例外又太多 (如“开音节”, “闭音节”), 结果学了记不住, 用不上。怎么办?

直至今天, 在英国、美国以及东南亚 (世界其它地方的情况不了解), 人们通常使用一种传统的、行之有效的办法来解决上述问题, 即在生词的元音字母上面做个记号, 来提醒自己这些元音字母是发字母名称的音 (长元音), 还是发国际音标的音 (短元音); 两个元音字母在一起时, 不发音的元音字母则不做记号。

读字母名称的元音 (又称“长元音”)

ā[ei]: tāke, wāit, sāy, nāme, todāy, Āpril
ē[i:]: nēed, rēad, pēople, mēet, tēacher, sēason
ī, ŷ[ai]: mīne, mŷ, nīght, wŷte, goodbŷe, nīne-
teen
ō[ou]: nō, ōld, mōst, knōw, phōtō, cōldness
ū[ju:]: ūse, yōū, cūte, stūdent, excūse,

读国际音标的音

(又称“短元音”)

ă[æ]: ăt, băck, săt, glăd, blăckboard, hăppy

ě[e]: běst, mět, pěn, těll, bětter, friěndship

ĩ, ỹ[i]: ĩs, sỹstem, hĩs, bĩg, tỹpical, cĩty, sĩxty,
hĩstory

ő[ɔ]: őn, nőt, fróm, mōdern, dōctor, hōspital

û[ʌ]: ũp, bût, mŭst, cōuntry, cŭlture, repŭblic

这种简易标音法,产生一种“长元音符号”,即在元音字母上面划一小横道;一种“短元音符号”,即在元音字母上面划一小钩。这种长短元音符号还可以标在组合元音上,来区分长元音和短元音,如:

ōō[u:]: too, soon, moon, food, sooner, foolish

oo[u]: good, look, foot, took, understood, bookshelf

为了区分某些辅音是清辅音还是浊辅音,一般在辅音下面划一小横道,表示是浊辅音:

th[θ]: three, month, third, thanks, nothing,
Thursday

th[ð]: this, that, then, they, mother, northern

s[s]: house, use, lost, send, student, missing

s[z]: is, his, please, peasant, excuse, people's
x[ks]: six, except, text, exercise, explain, ex-
change
x[gz]: example, exact, exist, exhibit,
examination, exaggerate

英语单词往往以 -e 结尾,词尾 -e 一般不发音。
另外还有许多单词是以 -r, -er, -re 结尾的,这些词尾
一般读[ə]:

-e 不发音: name, lose, raise, excuse, examine,
practise

-r } our, fire, near, here, poor, your,
-er } {ə}: teacher, center, retire, 'flower,
-re } 'mother, de'clare

许多英语单词分轻读音节和重读音节。如何标出
轻读音节的元音,世界上各种音标的标法不一致,即便
都用国际音标来标音,不同词典也不完全一致。例如
comrade 这个词,有的词典的音标是 ['kɒmrid], 有的
词典里则是 ['kɒmreɪd], 有的词典里还有标 ['kɒmred]
的; Sunday 也有不同的标法: ['sʌndi], ['sʌndei],
['sʌnde], 有的词典里标其中的一种,有的标两种,有
的三种都标出来。英语单词里的轻读音节所以不按一
般读音规则发音,是因为要轻读它,发音时就往往将它
一带而过,以致读出来的实际效果,很难用哪一音标符
号来确切表达。还以 Sunday 为例:如果话说得较慢

时,特别是需要强调这个词时,一般就发 ['sʌndei];但说话或朗读的速度较快时,这个词的发音就接近于 ['sʌndi] 或 ['sʌnde]。

因此,轻读音节中的元音,往往不应该读得很清楚,而要自然而然地一带而过,如 'village, 'student, 'history, 'mountain 等词,如果非常认真地按照音标来读每个词中的轻读音节, ['vilidʒ], ['stju:dənt], ['histəri], ['maʊntɪn], 那么,反而会不准确,听起来也不自然,不像英语。要学会如何记英语单词,就一定要同时学会如何将每个单词的音发准确;要真正发准轻读音节,就不能死抠音标,而应很自然地将它一带而过,管它注的音标是 [ə], 还是 [i]。正如汉语中的“了”、“的”、“子”等字一样,有一些严格按汉语拼音来学汉语的外国人,他们一说这类字,我们听起来就觉得非常不自然。二者道理是一样的。

有一种说法,点出了英语发音的特点,即“重音要准,轻音要滚”。

英语单词的另一个特点是,其元音分长元音和短元音(长元音包括双元音在内),这点和世界上许多其它语言不一样。汉语元音就不分长短,所以,中国学生读英语单词经常长短元音不分,例如: this 和 these 不分, pot 和 port 不分, mother 和 father 中的元音也不分。由此可见,在生词上划长元音记号和短元音记号,既能帮助记单词,又有助于更准确地发音。

根据英语单词的上述两个特点,记单词时应集中精力记每个单词的重读音节,注意它是发长元音(字母名称),发短元音(国际音标的音),还是发两个字母

按读音规则组合的元音；至于读轻音节，则轻轻一带而过就行了。这样，就不需要死记另一套国际音标，而可以集中精力记单词是如何拼写的了。

学新课时，生词表上注的国际音标，正如前面已经谈到的，只能帮助你了解这些生词是如何发音的，而课文，才是帮助你记牢生词的主要媒介物。因此，可以考虑先用铅笔在课文本身的生词上标上长元音和短元音记号；会读课文之后，立即把这些记号擦去。多音节词一般只在重读音节上标记号，因而不需要标出重音符号，如：

writer, river, progress, progressive, produce,
product, prevent, present, number, suitable,
territory, terrific, planet, explain, final, minute,
experiment, laboratory, admire, impure, adhere

如果重读音节的元音是由两个字母按读音规则组成的，一般不标长元音和短元音记号，因而需要标重音符号，如：

'joiner, en'joyment, 'poisonous, 'mountainous,
re'sound, 'proudness, res'tore, 'boring, de'ported,
dis'card, 'partner, de'partment, 'walking, in'stalment,
re'call, 'person, dis'perse, 'thirty, con'firm, re'turn,
'bursting

有时轻读音节中也需标长元音或短元音记号，在

这种情况下,也需要用重音符号标出哪儿是重读音节,如:

'dāylight, 'bäckfire, ōver'lōok, 'dēadline,
'bōokshēlf, ūnder'tāke, 'ēverybōdy, 'sīdeline, ūnder'st
ōod, 'dāydrēam

按照上述规则来标音,绝大部分英语单词都符合读音规则。至于很小一部分不符合规则的单词,也只好硬记国际音标,例如:laugh [lɑ:f], any ['eni], one [wʌn],或在单词的元音上面注国际音标符号,如 love, some, 可以在字母 o 上面加音标 ʌ,又如 class, last, 可以在字母 a 上面加音标 ɑ:,诸如此类,等记住如何读这些单词后再擦去。

个别单词中有不发音的字母,如 often 中字母 t 不发音, Wednesday 中字母 d 和第二个 e 不发音,遇到这种情况,则在不发音的字母下面点一个小点,以提醒自己此字母不发音。

总而言之,按读音规则就词标音的主要好处在于:读单词、记单词时,眼睛看的、脑子记的,都是单词本身的形象,而不再加上由国际音标组成的另一形象,因此,就有利于加深印象,记牢单词。

四、单词的结构

学了一两千个英语单词之后,有的人说:“单词学得越多越容易混淆。”也有人说:“多学一些单词之后就能慢慢摸到一些规律。”所以会有上述两种截然不同的反应,并不奇怪,我们不能要求每一个同学都特别善于归纳总结事物的规律,何况是异国语言结构的规律。问题在于,认为学得越多越容易混淆者较多,因而有必要把英语构词法的最基本规律和最常见现象介绍一下,力求简单明了,供中等程度的同学参考。

首先要说明,有许多英语单词是不符合构词法的规律的。但是,掌握基本构词法之后,就能分析那些符合一定规律而构成的单词,进而有助于记忆这些单词。单词学得越多,碰到的符合各种构词规律的例子就越多,运用构词法也就越熟练,这样,就可以不断减轻记单词的负担。

构词法基本分三种,即合成、转变和派生。一般说来,合成词容易记住,如:

classroom 教室, blackboard 黑板,
everyone 每人, moonlight 月光

还有一些合成词需略动一点脑子来记,如:

welcome 欢迎 (well come, 来得好)

altogether 总共 (all together, 所有的都在一起)

flashlight 手电筒, 闪光灯 (flashing light 闪出光的灯)

bedroom 卧室 (bed room 放床的房间)

第二种构词法是转换法, 即单词由某一词类转化为另一词类, 一般词形不变, 但词义略有转变, 如: back “背; 后面”, 是名词, 可转义为动词“支持; 后退”;

We all back you.

我们大家都支持你。

The car backed to the gate.

汽车退到大门前。

又如 name “名称”, 是名词, 可转义为动词“命名; 点出”;

They named the boat “Red Flag”.

他们给那条船命名为“红旗号”。

He told me a true story without naming any names.

他给我讲了一个真实的故事而没有点任何人的名。

另一种构词法是派生法, 在一个单词的前面或后面加词缀, 变成另一个单词, 词类一般也起变化, 词义多少也要起点变化, 如:

modern (形容词) 现代的

modernize	(动词) 现代化
modernization	(名词) 现代化
industry	(名词) 工业
industrial	(形容词) 工业的
industrialism	(名词) 工业主义
industrialist	(名词) 实业家
industrialize	(动词) 工业化
industrialization	(名词) 工业化
electric	(形容词) 电的; 导电的; 发电的
electrical	(形容词) 电的, 电气的;
electrician	(名词) 电工; 电学家
electricity	(名词) 电; 电学; 电流
electrify	(动词) 充电; 使震惊
electrification	(名词) 充电; 震惊

有时从某一词根派生出不同的单词, 而这些单词的意义虽有相同的一面, 但也有完全不同的一面, 如:

engine	(名词) 发动机
engineer	(名词) 工程师
engineer	(动词) 设计; 操纵
engineering	(名词) 工程学
enginery	(名词) 机械类; 武器

以上 5 个单词的意义虽有不同, 但都和机器有直接和间接的关系。又如:

light	(名词) 光; 灯光
light	(形容词) 明亮的; 淡色的;
light	(动词) 照亮; 点燃
lighten	(动词) 使明亮; 启发
lighter	(名词) 打火机
lighting	(名词) 照明; 舞台灯光
lightless	(形容词) 无光的; 不发光的
lightness	(名词) 光亮度
lightning	(名词) 闪电
lightning	(形容词) 闪电似的

以上 10 个单词, 虽然意义不同, 但都与“光”有关。

英语单词的前缀都具有一定的意义, 掌握常见的前缀的意义, 对记派生词会有很大的帮助。例如:

anti-反, 抗

antibiotic 抗菌素; 抗菌的,

antiaircraft 高射炮

auto- 自己, 自动

automatic 自动的, autobiography 自传,

automobile 汽车, autograph 亲笔签名

com-, con 和, 共, 合

commune 公社, conference 大会,

compound 化合物, committee 委员会,

combine 联合, complex 综合企业

dis- 不, 无

disagree 不同意, discomfort 不舒适,
discouraged 失去信心, dislike 不喜欢

en- 使

encourage 鼓励, enslave 奴役,
enable 使得, encircle 包围, enrage 激怒

in-, im- 入, 内

income 收入, inside 里面,
invade 侵入, import 进口,
impression 印象

in-, im-, il-, ir- 不, 非

invisible 看不见的, insincere 不诚恳的,
impossible 不可能, impolite 不礼貌,
illegal 不合法的, illiteracy 文盲,
irregular 不规则的,
irresponsible 不负责任的

inter- 中, 间, 相互

international 国际的, interflow 交流,
interchange 交换, 互换,
interval 间隔; 幕间休息

mis- 错

misunderstand 误解, mistake 错误,
mislead 领错路,
miscalculation 失算; 算错

out- 外, 出

outside 外面, outbreak 爆发,
outflow 外流, outlook 展望; 观点

over- 过, 过度, 在上

overnight 过夜, overflow 泛滥,

overgrown 长得过大,

overfly 飞行其上空

post- 之后

post-liberation 解放后, postpone 延期,

post-war 战后, posthumous 死后的

pre- 之前, 预先

prefix 前缀, prehistoric 史前的,

prémature 早熟的; 不成熟的,

pre-liberation 解放前的

re- 再, 重, 回, 反

retell 复述, restart 重新开始,

return 回; 还, recall 回忆,

reflect 反射, reaction 反映

semi- 半

semifinal 半决赛,

semi-feudal 半封建的,

semicircle 半圆形,

semi-automatic 半自动的

sub- 下, 次

subconscious 下意识的,

subcontinent 次大陆,

submarine 潜水艇; 水底的,

subtitle 副标题

super- 在上面, 超级

superstructure 上层建筑,

superpower 超级大国,

supermarket 超级市场,

superficial 表面的

trans- 过, 穿过; 变

transition 过渡,

transparent 透明的; 易识破的,

transformation 变化; 改革,

translate 翻译

un- 不, 无, 未

uneasy 心神不安, unemployment 失业,

unfair 不公平, unfortunately 不幸,

unarmed 手无寸铁, unusual 不平常的

under- 之下, 不足

underground 地下的; 秘密的; 地下铁道,

underestimate 过低估计,

undernourished 营养不足的,

underline 在其下面划线,

underworld 下层社会

vice- 副

vice-premier 副总理,

vice-president 副总统

有一些前缀代表数量, 如:

uni- 一, 统一

unity 团结, unification 统一,

uniform 制服; 一致的, unique 唯一的,

union 联合 (成一)

mono- 一, 独, 单

monopoly 垄断, 独占, monologue 独白,

monotonous 单调的,

monocycle 独轮脚踏车

bi- 两, 双重

bicycle (双轮) 自行车,

biennial 两年一次的,

bigamy 重婚, binoculars (双筒) 望远镜

tri- 三, 三重

tricycle 三轮脚踏车, triangle 三角,

trio 三重奏; 三重唱, triple 三倍的,

triplets 三胞胎

multi- 多, 多种

multi-national 多民族的, 多国家的,

multi-coloured 五彩缤纷,

multiply 乘; 增多,

multitude 大批; 大众

英语单词的后缀比前缀种类多。通过后缀, 一般可以看出一个单词是名词、形容词、动词, 还是副词。

抽象名词的常用后缀有:

-ance, -ence

importance 重要性, distance 距离,

difference 区别, influence 影响

-ency

frequency 经常性, efficiency 效率,

tendency 倾向性, decency 体面

-tion, -sion

liberation 解放, reaction 反映; 反动,

tension 紧张, revision 修订

-ism

communism 共产主义,

feudalism 封建主义,

Buddhism 佛教, egoism 利己主义

-ity

ability 能力, activity 活动,

possibility 可能性, equality 平等

-age

advantage 利益; 有利条件,

usage 使用, 用法

drainage 排水; 排水系统,

dosage 剂量

-ment

movement 运动, development 发展

judgement 判断; 评价, amusement 娱乐

-ry

history 历史, industry 工业,

slavery 奴役, bravery 勇敢

-ness

happiness 幸福, kindness 善良, 仁慈,

correctness 正确, carelessness 粗心

-ing

fishing 捕鱼; 渔业,

engineering 工程; 工程学,

sightseeing 游览, cooking 烹调

-ship

friendship 友谊, relationship 关系,
worship 崇拜, workmanship 手艺
其它常用名词后缀有:

-ture

future 将来, picture 图画,
mixture 混合物, temperature 温度

-or, -er 表示物

generator 发电机, reflector 反射器,
planer 刨床, typewriter 打字机

-or, -er, -eer 表示人

visitor 访问者, actor 男演员,
thinker 思想家, writer 作者,
engineer 工程师, volunteer 志愿者

-ist, -ian 表示人

communist 共产主义者, artist 画家,
musician 音乐家, guardian 保护人

-ess 表示女子

actress 女演员, waitress 女招待员
princess 公主, hostess 女主人

形容词的常用后缀有:

-ful

beautiful 美丽的, useful 有用的,
powerful 强有力的, hateful 可恶的

-al, -ial

chemical 化学的, cultural 文化的,
essential 基本的, potential 潜在的

-able, -ible

unforgettable 难忘的,
comfortable 舒服的,
sensible 明智的, edible 能吃的

-ant, -ent

important 重要的, pleasant 令人愉快的,
excellent 卓越的, frequent 经常的

-ary

necessary 必要的, ordinary 普通的,
military 军事的, monetary 金融的

-ic, -ical

electric 电的, scientific 科学的,
economical 经济的, 节约的,
political 政治的

-ist

socialist 社会主义的,
Buddhist 佛教的

-tive, -sive

active 积极的, sensitive 敏感的,
progressive 进步的, decisive 决定性的

-ous, -ious

famous 著名的, tremendous 巨大的,
serious 严重的, various 各种的

-less

careless 粗心的, meaningless 无意义的,
homeless 无家可归的,
senseless 失去知觉的; 无意义的

-ly

lively 活泼的, lovely 漂亮的,
friendly 友好的, weekly 每周的
常用动词后缀有:

-ize

modernize 现代化, industrialize 工业化,
criticize 批评, realize 实现; 认识到

-en

deepen 加深, strengthen 加强,
quicken 加快, lengthen 延长

常用副词后缀有:

-ly

slowly 慢慢地, loudly 大声地,
firmly 坚决地, gladly 愉快地

-ward

forward 向前, northward 向北,
downward 向下, backward 向后, 落后

五、几种复习方法

一篇课文,不管多么生动,也不论你当时背得多么熟,只要有一段时间不复习,课文中的单词在你脑子里的印象必然会越来越淡薄。背完课文后几个月之内,你还能记得相当一部分单词,但是,如果一年半载之内没有机会见到、听到、或用到这些单词,它们在你脑子里的印象差不多就会消失。这是不以人们的意志为转移的自然规律。

我国目前的外语教科书,尽管有许多练习,但不是所有的生词都能在练习里经常重现,只有极少部分单词在练习里重现次数较多,例如: study, work, hard, teacher, student, worker, book, desk, pen 等等,就连初学者也能把这些单词记牢。但有相当大的一部分单词,在课文中出现一次以后,最多在本课练习里重现一次,就再也碰不到了,因而很难记牢。

是不是有些单词因为较难而记不住? 不见得。解放后,英语初学者都很熟悉 liberation 解放、revolution 革命……常用政治词汇,而近几年来,大家又开始熟悉 modernization 现代化、scientist 科学家、technology 技术……科技方面的词汇。类似以上单词并不容易,也不属于基本词汇,但同学们反而记得较牢。原因很简单,这种单词在不同时期的教材中重现次数比较多;不但课文中常出现,许多练习里也出现,教师举的例句中又出现,因而多难的单词也能记住。还有个例子:在所

谓“文化大革命”的十年里，人们只能翻来覆去地看到和收听到那几个“样板戏”，结果当时的儿童，仅通过其中的台词，就记住了许多类似“不寻常”、“思量”、“周详”、“旁敲侧击”、“滴水不漏”等较深奥的词和成语。

可见，我们要防止单词在脑子里的印象逐渐消失，唯一的办法是不断加深这些印象，也就是要创造机会使已学过的单词不断重逢。

《论语》开卷第一段话就是——子曰：“学而时习之，不亦悦乎？有朋自远方来，不亦乐乎？”孔夫子当时这样教导他的三千弟子，他指的当然是复习有内容的书籍，因而“不亦悦乎？”我国这位古代著名思想家，万万不会想到2500年后的今天，在四海之内会有这么多的“儒”，竟把一个个单词从文章中抽出来“学而时习之”！否则，他一定要感叹：“不亦枯燥乎？”

这种“突击”复习单词的方法，来源于本世纪50年代在我国兴盛一时的“速成法”，后来通过实践证明，这种急于求成的教学法，其实效往往是“速而不成”，所以逐渐被广大教师所抛弃。现在仍有许多同学复习单词卡片或生词表，这是“速成法”的残余，但主要用于应付考试而已。总之，要想记牢单词，这不是好方法，道理在前面已谈过，这里不必重复。

人们不禁要问：通过复习课文来复习单词，固然印象较深，是否太费时间？当然，如果把所有学过的课文都复习一遍，不要说三四年级的同学，就连一二年级的同学，也吃不消。所以，在这里介绍两种循环复习法：一种是“大循环”，一种是“小循环”。

从开学后约两个月起，每学完一课新课，就按次序

复习本学期已学过的一篇课文,如:学完第六课后,复习第一课的课文;学了第七课后,复习第二课的课文;学了第八课,再复习第三课的课文……以此类推,可以根据每课课文的长短,来决定每隔多少课进行循环复习为宜。再过两个月,你可能已学到第十一课,学完这课后就复习第一课和第六课的课文,学完第十二课后再复习第二课和第七课的课文,学完第十三课后再复习第三课和第八课的课文……如果每学期这样循环复习课文,到期末考试前夕,就不需要那么紧张地“突击”单词了。更重要的是,这样记生词记得比较牢。

复习课文时,不必要求背出,但一定要朗读,朗读一遍,要胜于看三遍,因为语言是有声的东西,“形”和“声”一起学,“形”和“声”一同复习,才能巩固。有些同志,特别是成年人,喜欢通过多次书写来记单词和复习单词。当然,这也是一种办法,但是,同样不要只写孤零零的单词,而是应抄写或默写课文,一边写、一边读出声来;抄写或默写完后,必须再较流利地朗读。

“大循环”复习法,指的是有计划地按学期进行循环复习,充分利用寒、暑假的时间,复习上上个学期所有的课文,即第二学期结束后的假期里,复习第一学期的课文;第三学期结束后的假期里,复习第二学期的课文;第四学期后的假期里,复习第三学期的课文……当然,假期主要是休息,但是把一个学期已学过的课文通读一两遍,并不占多少时间。如果你学这些课文时都能背出来,半年后进行复习就更不费功夫,而应该感到“有朋自远方来,不亦乐乎?”,哪怕每篇课文只朗读一遍,也能起到不间断地加深印象的作用。

记住了一千多个单词之后,可以开始用“归纳法”来进行复习,即把结构相似的单词归纳登记到一个本子里,记住一个,再登记一个。可以把同一前缀的单词归纳在一起,如:

return, retell, remind, reread, repeat

还可以把同一后缀的单词归纳在一起,如:

liberation, revolution, modernization, condition

也可以把同一词根的单词进行归纳登记,如:

life, live, lively, liveliness, lifeless, living

liberate, liberator, liberation, liberty, liberated

这种“归纳法”,主要目的是为了复习,因而需要注意以下事项:

一、必须在能背出课文的基础上来登记单词,凡是强记住的单词,一律不登记,否则以后就变成生词本了。

二、登记时不用汉语标出其意思,也不划上任何音标,但要注上该单词出自第几课。

三、每登记一个单词,必须复习已登记入册的同类单词,考一考自己,看是否记住了它的词义和发音。万一忘了,或没有很大把握,不要查字典,而应查课文。

如果能按以上“约法三章”去归纳、登记、复习,那么,每记住一个单词,就好比抓获一个俘虏;登记一个,就是送一个俘虏入俘虏营;假如在复习已登记的同类单词时,发现其中有一个记不太清楚了,那就说明有一个俘虏逃跑了;再结合课文,认真复习这个单词,也就是重新抓住这个俘虏。这样重新记住的单词,一般就

再也不会忘记了。

随着词汇量的增加,学会英语的信心和兴趣也必然会增长,人们将会以集邮爱好者收集邮票一样愉快的心情,来不断扩大自己的英语词汇量。

六、泛读的作用

泛读不只起扩大语言知识面的作用,而且是一个不可忽视的复习巩固单词的措施,对有一定外语程度的学生来说,更为重要。许多同学不能理解这一点,以为记精读课的生词已经够费劲了,哪里还有精力进行泛读?

其实,为了巩固一个单词,除了定期地到你第一次遇到它的地点和它会面以外,最好是在其它场合再遇见它,印象就更深,如果你在其它场合和它重逢几次,那么,这个单词基本上就巩固在你脑子里了。

当然,对略有基础的同学来说,一般泛读材料,不论是英语科普读物,或简易的小故事,总是生词连篇,虽然有注释,但远远不能解决全部理解问题。如果再去查词典,则查不胜查,因而大部分同学往往都放弃了泛读这个外语学习中的重要环节。

对待泛读,应该首先明确一点,即所谓泛读,只要求泛泛地读它。泛读不是精读,因而不要求全懂,既不能要求认识每一个单词,也不能要求查词典来搞懂每个生词的意思,更不能抠句中的语法,否则就不叫“泛读”。

在学习基础英语阶段,泛读要允许学生囫圇吞枣。同学们都可以回忆起自己幼年时期看小人书时,是怎样从只看图画,慢慢过渡到既看画也看下面的解说词,难道当时都能看懂吗?我们还可以回忆自己小时候第

一次读大本小说的情景,难道没有同样经历过一个囫囵吞枣,只求看懂大意的过程吗?我们学习外语,也应该以同样的精神来泛读一些简易读物,哪怕好几句中只看懂一句,读这一句也就是收获,因为这个句子里的单词都得到了复习的机会。即使在那些你没有看懂的句子中,你虽然遇到了许多生词,但你也必然会遇到不少你学过的单词,因而这些单词也得到了在你脑子里重现的机会,这不也很好吗?

举例来说,以下的泛读材料中有一个复合词, the Summer Palace 颐和园。对一个初学者, palace 宫殿,很可能是生词,但 summer 夏天,一定学过。读了这篇泛读材料之后, summer 这个单词,以及泛读中所有原来就认识的单词,都能收到复习巩固的效果。

的确,在泛读中遇到的单词,即使注释中交代了它的意义,也会很快忘到脑后去。但是,有不少像 palace 这样的生词,在以后的学习中再遇到它时,很可能会感到它并不完全陌生,“似乎在哪里见过面……喔,对了!颐和园不就是夏宫吗?好像在哪里读到过 the Summer Palace...”因为你对 palace 早已有个印象,哪怕只是较浅的印象,在你一旦需要记住这个单词时,就要容易多了。

可见,泛读花的时间不多,但得益颇大,是记牢单词不可缺少的一个环节。

现请学习基础英语的同志阅读下面四个短篇泛读材料,读时可以不求甚解,以观后效。

(一)

An Absent-Minded Professor

(心不在焉的教授)

I went to the airport with the Dean to meet an American professor this morning. She is an absent-minded old lady with thick glasses. She always leaves her things about and rushes back to fetch them afterwards. She often forgets her room number in the hotel, and sometimes marches into her neighbours' rooms by mistake. From the airport I took her to the Friendship Hotel. I actually saw her trying to open her neighbour's door with her own key. When we finally went into her room, she forgot her luggage in the corridor. Then we heard a loud voice outside asking:

"Whose bag is it?" It was the next-door neighbour who had found it outside his door.

"Oh, dear!" said the professor, "It must be mine!"

(摘自《中国学生在国外》)

注: the Dean 系主任

neighbour 邻居

luggage 行李

glasses (复) 眼镜

actually 真的、实际上

dear! 哎呀!

(二)

A Returned Chinese

(归国华侨)

I had lived in New Zealand since the Second World War. Some New Zealanders came to visit this country in the fifties. They gave talks and wrote books on New China after they had gone back. I thought I might come over and see everything with my own eyes, so I came over in the early sixties.

When I first arrived, I was surprised to find China even poorer than I had expected. And at the same time, I found everyone here really trying to do something about it. I thought, as a Chinese, I should join them, and so made up my mind to stay on and do my bit.

With the socialist system, China has been making progress, but it is still a poor nation, backward in science and technology. We are trying our best to catch up. We have been having ups and downs, especially in the last 10 years. Every time we fell down, we learned a lesson, but we always got up and carried on again. That's the spirit of the Chinese, and I'm proud to be one of them.

(摘自《实用英语课本》第一册)

注: New Zealand 新西兰

had expected 原来以为

catch up 赶上

the fifties 50年代

make up one's mind 下决心

ups and downs (几经)起落

(三)

You Are Wanted!

(要的就是你!)

I'll tell you a story about a Chinese student who went to study English in England. His surname was Sun. It is spelt S-U-N, just as how the word "sun", the sun in the sky, is spelt.

England is a country with bad weather. It is often cloudy or misty, and it rains now and again, so the people don't get much sunshine in the year.

When the Chinese student arrived at London Airport, a tall English policeman with a long face opened his passport to check the visa. The policeman was interested to find the Chinese name "Sun" in the passport. He thought it was pronounced just like the English word "sun". So he said to the Chinese student:

"I see your name is Sun. You are wanted here!"

The Chinese student was greatly surprised, because if you are wanted by the police, you must have broken the law. So he asked the policeman:

"Is there anything wrong with my passport or the visa? Do I have to go back?"

"Go back?" shouted the policeman. "Now that you are here, we'll never let you go away!"

The Chinese student was alarmed. He thought he

was going to be arrested. He was quite sure by now that he had broken the law, but he wondered what crime he had committed. He asked again:

“What’s happened? What have I done?”

It was only then the policeman began to smile. “You don’t know what you’ve done, Mr. Sun? You’ve brought sunshine to England! So we don’t want you to go away.”

(摘自《英语表演节目》)

注: wanted (双关语)需要,通缉

cloudy 多云

surname 姓

misty 有雾

sunshine 阳光

passport 护照

break the law 犯法

alarmed 惊慌

wonder 想知道

visa 签证

policeman 警察

there is something wrong with

……有毛病

arrest 逮捕

commit a crime 犯罪

(四)

Looking for a Palace in a Palace

(宫中寻宫)

Mr. Green went to the Summer Palace with me the other day. He was most excited on our way there. As the Summer Palace is so famous, he expected to see a huge palace. I didn’t tell him it was a big park because I wanted him to find out by himself.

He looked around for a tall palace as soon as we ar-

rived at the gate, and of course, he couldn't find it. I told him it was inside, so when we entered, he went on to look for a big palace. At first, he thought the "Garden in the Garden" must be it since it was so beautiful. Later, he thought the Long Corridor must lead to the Summer Palace. When he saw the hall on top of the hill, again he thought that must be it. He looked for the Summer Palace everywhere right inside the Summer Palace.

When at last I told him the whole park itself was the Summer Palace, he laughed and laughed.

"Oh, my!" he said, "I've been looking for a palace in a palace!"

(摘自《实用英语课本》第二册)

注: the Summer Palace 颐和园

huge 巨大的

the Long Corridor 长廊

right inside 就在里面

excited 兴奋

find out 发现

hall 殿, 厅

七、语音语调

既然背课文是记牢单词的一个非常重要的环节，那就首先要求能正确朗读课文。

任何一种语言的标准语音语调，都是使用这种语言的民族长期自然而然地形成的。同样，任何一种音标，不论它多么“科学”，都是人为的，就是说，人们设法用各种符号来表达各种不同的语音。历史上是先有语言，后产生文字；语音和音标的关系也完全一样，先有语音，后产生音标。因此，不能将任何一种音标视为发音的唯一标准，否则，发出来的音听起来会非常不自然。

其实，国外英语语音学的派别很多，音标种类也不少。不过，最通用的有“韦氏”（Webster）音标，其次是“国际”音标。近数十年来，韦氏音标略有变化；而国际音标自 70 年代初起，则发生了较大的变化，大部分元音符号都有了改变。此外，不少单词的标法也在不断改进。英国和美国出版的几种权威性词典，各有各的一套音标。语音学家们对某些音标和标音问题，也不断产生学术上的分歧，这些都是正常的现象。唯有我国一直普遍使用五六十年代出版的《现代高级英语词典》中所采用的那一套“国际”音标，并将它作为发音的唯一标准。

过于强调“国际”音标对发音的作用，很不利于记牢英语单词。如果靠这种音标来记单词如何发音，学

生的脑海中必然会产生双倍的形状：单词的形状和音标的形状，也就是说，他既要记每个单词的字母，又要记每个单词的音标符号。这就必然要大大加重记生词的负担。

把任何一种音标做发音的唯一“标准”，还会引起另一种副作用：发音的效果反而不好，它不符合实际，不自然，因而也不准确。

举个我们中国人都熟悉的汉语拼音字母的例子，上述问题就清楚了：汉语词典里，表明形容词的“的”字、表明副词的“地”字、表明动词的“得”字，它们的标音都是 de，和“德”字的注音完全一样。但是，我们大家都知道，在实际生活中，如果说：“愉快的节日”、“愉快地渡过节日”、“节日过得很愉快”，在这种情况下，“的”、“地”、“得”这三个字的音，和“德”字的音显然不同。又如：“子弟”的“子”字，其音和“姊妹”的“姊”字相同；而“儿子”、“老子”中的“子”字，其音和“姊”的音有明显的差别，但是，汉语拼音也只能把这两种不同情况的“子”字都注成 zi。

由此可见，各种音标都必然有其局限性，我们不能迷信任何一种音标。可以想像，如果一个外国人，完全按照汉语词典里标的汉语拼音来读汉语、说汉语，他的汉语发音一定会是很不自然的，甚至是很怪的，我们中国人听起来一定会觉得相当滑稽。同样，如果我们中国人学英语，也老老实实在地按照某一种音标和图解来发音，也必然产生同样的效果。

但是，既然我国目前仍在普遍使用五六十年代的那套“国际”音标，那么，现在唯一的办法只能是：既要

比较正确地理解它,又要比较灵活地使用它。

下面谈谈中国学生容易对这套“国际”音标产生误解的地方。

一、纠正对元音音素的误解

我国目前使用的这套音标,有 3 对元音符号经常引起人们的误解: [i] 和 [i:], [ɔ] 和 [ɔ:], [u] 和 [u:]。以上每一对元音,虽然看起来似乎只有长短之差别,但实际上,每一对元音的音素都有区别。[i] 的音素不同于 [i:], 它是 [i] 和 [ə] 之间的一种音素; [ɔ] 的音素不同于 [ɔ:], 它是 [ɔ] 和 [a:] 之间的一种音素; [u] 的音素不同于 [u:], 它是 [u] 和 [ə] 之间的一种音素。

发音时,要注意区分这 3 对元音的音素和长短:

[i][i:] : this, these, it, eat, sit, seat, sin, seen,
pill, peel

[ɔ][ɔ:] : pot, port, sot, sort, spot, sport, potter,
porter

[u][u:] : foot, food, rock, root, shook, shoot,
good, goose

二、正确对待音标 [i]

[i] 在轻读音节中所代表的音,和它在重读音节里代表的音,常常不一样。根据英国著名语音学家 Daniel Jones 的分析, [i] 这个符号,在不同的情况下,可以用来标志 5 种不同的音素。至于它在什么情况

下读什么音,以及许多其它音标符号在什么情况下又代表什么音, Jones 教授在他的语音学巨著里,都作了详尽的阐述。但是,英语初学者谁也没有立志成为语音学家,所以谁也不可能在初学发音阶段就去钻研这类发音理论书籍。既然如此,怎么办?

说来也简单,只要按照一般发音规律去发音,即读轻读音节时,不要过于考虑音标上注的是什么元音,而应该很自然地、轻松地、一带而过地读它。这样产生的音,反而比死抠轻读音节的音标而发出的音要准确,因为英语单词之所以会有轻读音节,正是由于人们发音时轻轻地一滑而过的结果。

例如, tin[tin]和 mountain['mauntin]中的轻读音节和音标一样,都是[tin],因此,许多同学都把轻读音节中的音素读得和前者一样,只是声音弱一些而已。这是不对的。其实, tin 这个词的音,和 mountain 中第二音节的音不同,不只是强弱、高低,或重轻不一,更重要的是,它们的元音音素不同。如果我们按照发音规律去读 mountain,将其轻读音节轻松自然地一滑而过,而不去考虑元音到底是什么,结果发出的音反而比较正确。

同样,英语前缀 es-, ex-, en-, 当它们是单词中的轻读音节时,“国际”音标的标音一般是 [is], [iks], [in], 例如:

establish[is'tæbliʃ], especial[is'peʃəl],
explain[iks'plein], expect[iks'pekt],
enlarge[in'la:dʒ], enjoy[in'dʒɔɪ]

但是实际上,以上轻读音节中[i]的音素比较接近[e]。我们读这类单词时,如果主观上发[e]的音——*es'táblish*, *èx'plain*, *èn'large*, 将轻读音节一带而过,就会自然而然地发出比较准确的音。

我们目前使用的这套“国际”音标,许多轻读音节中的元音都标为[i],如 *village* ['vilidʒ], *comrade* ['kɒmrid], *city* ['siti], *thirtieth* ['θɜ:tiiθ], 读这类单词也都应该用同样的办法对待轻读音节中的元音符号[i]。

city 的音标是['siti],但是,重读音节中的[i]和轻读音节中的[i],标音符号虽然是一样的,但是音素不同,前者较窄,后者较宽,是较轻松地一带而过的必然结果。

又如: *thirtieth* 的音标是['θɜ:tiiθ],有许多同学读这两个[i]音时,不加区分,其实同样也是前者音素较窄,后者则较宽。从70年代初开始使用的一套新“国际”音标,已将这个单词的注音改进为['θɜ:tiəθ]。国外最常用的韦氏音标一般将该词注为 'thirtieth。其实,哪一种注法都很难达到准确的程度;只要我们不迷信任何一种音标,读时将两个[i]中的第二个[i]轻轻地带过去就行了,效果会比较好。

总而言之,我们应把轻读音节中这个元音符号[i]“看透”,不能过于认真;读生词时也不必有意识地去记它,而应集中精力去记每个生词是为何按读音规则拼音的,这样不仅有助于正确发音;而且有助于记牢单词。

三、正确对待音标 [ə]

轻读音节中音标 [ə], 也必须灵活掌握。在词典里, 轻读音节中的 [ə] 常常是斜体的, 但是, 在我们目前的一些英语课本的生词表里, 由于印刷等各种原因, 轻读音节中的音标 [ə] 往往不是斜体, 而是普通印刷体。词典所以把许多 [ə] 印成斜体, 是因为要表明这个音非常弱, 弱到可读可不读的程度, 而且在实际生活中, 人们一般听不见这个斜体的 [ə] 的音。

例如, history 和 military 在五六十年代版本的《现代高级英语词典》中的注音是: ['histəri], ['militəri], 我国至今仍普遍采用这种注法。但是这本词典从 70 年代起就已将类似单词的音标中的 [ə] 除去, 这两个单词的注音也就改进为 ['histri] 和 ['militri], 这样改比较切合实际。

我国采用的这套音标, 在 [r] 和 [l] 前面经常要增加一个斜体的 [ə], 结果引起了很大的误解。近数十年来, 中国学生普遍按照音标规规矩矩地将 hero 读作 ['hiərəu], 将 era 读作 ['iərə], 每个音标符号都读, 并把 [ə] 音也清楚地发出来。1949 年以来, imperialism (帝国主义) 和 imperialist (帝国主义者) 在英语教材中出现较多。这两个词的“国际”音标注音是 [im'piəriəlizm] 和 [im'piəriəlist], 每个单词都要在轻音节里多加两个 [ə], 结果读这两个单词时, 舌头似乎都要绕两次弯, 实在绕口! 可是, 数十年来, 我们的英语学习者, 每当遇到这两个单词时, 不管多么绕口, 一般

总是老老实实在地把每个 [ə] 的音都发清楚——如果英国人或美国人有机会听到我们中国人这样读 imperialism 和 imperialist, 不知有何感想?!

总之, 读轻读音节时, 如果发现音标 [r] 或 [l] 前面加了一个 [ə], 完全可以不发这个音。如果你很想发这个音, 必须故意读得几乎听不见; 假如你没有这个本领, 还是跳过这个音比较保险。标准英语并不是非要增加这个音不可, 国外一直普遍用的韦氏音标注这类单词并不增加这个音。如果我们读单词时不理睬轻读音节里这个外加的音标, 这不但没有坏处, 反而会对记牢单词如何拼写有好处。

这里顺便谈一谈如何对待发音理论的问题。我们在破除对音标的迷信的同时, 也应该破除对发音理论的迷信。正如世上先有语言, 后有音标, 同样, 世上先有语音, 后有发音理论。我们既不能完全按照任何一套音标来发音, 也不应该过于相信某一套发音理论。

首先要指出, 中国人学英语发音并不难, 因为英语有许多音和汉语相似。英语的元音和辅音, 大部分和汉语拼音字母所代表的元音和辅音一样, 或者很相似, 学这些音, 就不必再去抠每个音的口腔部位。何况, 国内外有不少英语发音理论书籍, 有时为了更明确区分各种音, 未免对某些音的口形和口腔部位有所夸张。

例如, [ɑ:] 和 [i:] 与汉语拼音的 a 和 i 基本相同, 因此, 大可不必按某些书本上说的, 读 [ɑ:] 时要把嘴张大、读 [i:] 时要撇嘴等等。

又如: 英语 sh[ʃ]、ch[tʃ], 与汉语拼音 sh、ch 形同音不同。但是, 这两个音分别和汉语拼音的 x、q 较接

近,因此,读这两个辅音时,也不必按照某些书本上说的将嘴唇向外撅。

英语 th[θ], th[ð]这两个辅音,汉语里的确没有。据某些书本上说,发这两个音,要将舌尖放在两排牙齿之间,这样,舌尖就得伸出齿外。但是实际上,在说英语的国家里,没有人说话吐出舌尖的。其实,读 th 时,不论是发清辅音还是发浊辅音,只要两排牙齿之间留一条窄缝,出气时舌尖在上排牙齿后面轻轻地碰一下,就能发出这个音——千万不要露出舌尖!谁见过英国人或美国人说话龇牙咧嘴,或张口吐舌的?

总而言之,不论学哪一种语言,发音时嘴形都要自然,说话或朗读时嘴的动作不能过大。从开始学发音起,就要养成保持嘴形自然的良好习惯。如果已有读外语时嘴形不够自然的“陋习”,一定要尽快对着镜子把它纠正过来;要知道,这种坏习惯保留的时间越长就越难改正。

四、正确对待英语语调

学英语语调,同样也不能迷信书本上划的升降调箭头。同样一句话,可以用各种语调来读,并不一定非得用以下格式的语调来读:

…… ↑ …… ↑ …… ↑ …… ↓ .

实际上,人们在说话时,句中的词组可以用升调,也可以用降调,并不一定要等到句子结束时才用降调。同一个句子,可以用各种语调来朗读,例如:

1. A friend of mine ↘ went ↗ to England ↘ last summer ↗ to study English ↗ at London University ↘.

2. A friend of mine ↗ went ↘ to England ↗ last summer ↘ to study ↗ English ↘ at London University ↘.

3. A friend of mine ↘ went to England ↘ last summer ↘ to study English ↘ at London University ↘.

第一句和第二句中的箭头完全相反,可是两种读法都是正确的。第三句的箭头全都向下,是不是错了?——不但没有错,而且这种语调用得还比较多。实际生活里,词组结束时用降调比用升调多。可是,同样一个句子,如果结束以前每个词组都用升调来朗读:

4. A friend ↗ of mine ↗ went ↗ to England ↗ last summer ↗ to study English ↗ at London University ↘.

这就成了典型的背书腔,我们不能用这种语调来读英语。如果英语初学者对第一句和第二句中变化无常的语调没有把握,最好在开始朗读英语时,基本上用第三句的语调,切切不要用第四句中的背书腔。

升调并不是不能用,有时必须用升调。在逗号前,除并列句外,一般用升调,例如:

A few days ago ↗, when I met him ↘ in the park ↗, he told me ↘ about himself ↘. Like others ↗, he had a hard time ↘ before liberation ↘. And now ↗, although he is sixty ↗, he is still young ↘ at heart ↘.

此外,朗读时,读完每个词组应略停顿片刻,这是非常必要的。这样朗读才能有节奏,自己听起来也感觉顺耳,从而提高朗读课文的兴趣。

在语调问题上,同学们的脑子里常常还有两个框框:一是陈述句一概用降调,二是特殊疑问句也都要用降调。其实在日常会话中,许多简短的陈述句完全可以用升调,简短的特殊疑问句有时也是如此。现参考以下一段对话:

A: John has gone ↓, you know ↑.

B: What time did he leave ↑?

A: Round about eight ↓, I think ↑. He wanted ↓ to see you ↓.

B: What did he say ↑?

A: He didn't say ↓ anything important ↑. He was just looking ↓ for you ↓.

B: It might be ↓ something important ↓. I'm glad ↓ you've told me ↓ about it ↑.

但是对初学者来说,多用一些降调没有坏处;特别是在长句子中间,不宜多用升调,否则就容易形成背书腔。

现在试试朗读以下一小段故事:

I Shall Always Be Young

An old peasant came to town with his four little

grandchildren. They were taking a walk in Tian'anmen Square when I met them. I had a talk with the old peasant while his grandchildren played on the square. Like many other poor peasants, he had had a very hard time when he was young. Life was much better for him and his family now. Although he was old, he was full of energy; he still worked hard.

"I shall always be young," he said to me. "I feel I'm full of energy. My energy is like the water in the well at the back of my house. No matter how much you pump up every day, the well is always full of water."

注: have a hard time 日子不好过

full of 充满了; 充沛

energy 精力力气

no matter... 不论... pump 抽

现在以语调箭头为参考,再朗读一次:

An old peasant ↘ came to town ↘ with his four little grandchildren ↘. They were taking a walk ↘ in Tian'anmen Square ↘ when I met them ↘. I had a talk ↘ with the old peasant ↘ while his grandchildren ↘ played on the square ↘. Like many other poor peasants ↗, he had had ↘ a very hard time ↘ when he was young ↘. Life was much better ↘ for him and his family now ↘. Although he was old ↗, he was full of energy ↘; he still worked hard ↘.

"I shall always be young ↓," he said to me ↓. "I feel ↓ I am full of energy ↓. My energy ↓ is like the water ↓ in the well ↓ at the back ↓ of my house ↓. No matter how much ↓ you pump up ↓ every day ↑, the well ↓ is always ↓ full of water ↓."

以上语调箭头仅供参考而已。语言是活的,天下没有一套非得遵循的语音语调法则。

对学外语的人来说,必须重视语音语调。一旦能够将一篇篇课文读得较好、较通顺,也就是说,读起来语音语调基本正确,并有节奏,这样就自然会愿意反复朗读课文,通过课文记牢单词。

第二部分

(与教师探讨)

一、改进教材

这些年来,我们在不断改进英语教材,在课文内容和例句的思想性,以及语法分析和编语法练习等方面,都曾下过不少功夫,虽然也走过一些弯路,但一直在总结经验,逐步提高。相比之下,我们在词汇方面,包括词汇的重现率、如何扩大词汇量等等,却研究得很不够,有的问题甚至尚未提到科研日程上来。在制订教学大纲或讨论编写教材的会上,涉及到词汇问题时,最多也不过就词汇量的多少辩论辩论而已。正因为我们在这方面没有下功夫进行研究,所以我们要求学生掌握的词汇量往往偏多,而大部分同学实际掌握的数量,与所要求的数量之间,经常存在着相当大的差距,结果是到处能听到“记不住单词”的叹息声。顺便说明,我们在这里,以及整个这本小册子里,主要谈的是大学公共英语课、中学英语课,以及业余基础英语班中的问题,不涉及英语专业的教学问题。

当然,不应该因为学生反映记不住单词,就大大减少词汇量,或缩减课文。我们应该从积极方面来研究如何使学生在每个学习阶段,掌握尽可能多的词汇。我们不能因测验单词时有不少学生得满分或较高分数而满足,这对许多青年来说,只要考试前几天突击记记单词卡片或生词表,便完全可以做到,只不过记得快,忘得也快,考完不久又忘了。问题在于我们的教材和教学方法是否有助于学生把他们所学的单词较牢固地

记住。

我们以往选编的课文，每课生词往往偏多，而生词在课本中的重现率一般又不高。另外，过去的教材，课文内容一般都很严肃，比较平淡，再加上每课有大量的单句练习，单句与单句之间又无联系，结果，教材不容易引起学生的兴趣，更谈不上给他们以深刻的印象。上述种种缺点，都十分不利于学生记牢单词。

其实，在打基础阶段，课文不宜太长，应力求短小精悍。每篇课文的生词以二十个左右为宜，最多不要超过 25 个。如果短短的一篇课文，生词却有三四十个，那就说明这篇课文偏难了。课文生词越多，越容易造成“歉收”。假如选中的课文较长，就应把它分成数课，否则会贪多嚼不烂。课文短小，一学期多学几课，最后真正能记住的生词反而较多。

我们主张学生在打基础阶段背课文，所以课文内容最好要有味道，不管是叙述或论述，都要引起学生的兴趣，给他们以较深刻的印象，起码要做到让人多次朗读时不至于感觉太枯燥无味。举个例说，为了让学生掌握生活中最基本的词汇，一般基础英语课本中都有一篇或数篇课文介绍一天的生活，如介绍如何度过星期日。编写这种课文可以采用两种文笔，一种是力求生动活泼，甚至于略带幽默；另一种是平铺直叙，对一天的活动报流水账，如下文：

A Busy Sunday

Last Sunday, my wife went to see her sick mother

early in the morning. I got up early too, washed myself and cleaned the rooms. Then I went shopping and bought some rice, meat and vegetables. When I came home, I woke up the children and made breakfast. After breakfast, I did the washing and helped the children with their homework. Some friends came to lunch; we had a chat before I cooked the lunch. After lunch, we talked over tea. When the guests were gone, I took the children to Tian'anmen Square and took some pictures there. Then we went boating on the lake in Beihai Park. When we got home, I made a simple supper. After supper I told the children to watch TV, and I went to the cinema with my sister. When I came home after the film, the children were asleep, and my wife was already back. She told me her mother was better, and I told her I had spent a busy but happy Sunday.

我们完全可以不用以上这种报流水账的方式写课文。如果加一些情节,同样可以用这些词汇来叙述星期日的生活,效果显然会很不一样,见下文:

A Busy Sunday (I)

When I woke up last Sunday, it was past eight. My wife had gone to see her sick mother, and the children were already up. They all came to tell me they were hungry, so I got up quickly, but I could not find

anything to eat in the house. I had a quick wash and went out shopping. I bought some rice, meat and vegetables, but I had to line up three times for them, so I did not get home until ten. The children watched me cook and told me again and again that they were hungry. We had our breakfast... I mean lunch about eleven. The meat was still tough and the rice was burnt, but we ate it all, because we were so hungry.

Some friends came to lunch, so I had to go shopping again, and ran back to cook another lunch. It was not ready until two. My friends were very hungry by then, and they also finished everything.

A Busy Sunday (II)

When the guests left after four, I took the children to Tian'anmen Square to take pictures. But when we got there, they said they wanted to go boating, so we all went boating in Beihai Park. They would not come home until it was dark. When we were back, I found there was no food in the house except rice. So I ran out again, but all the shops were closed. So we only had rice for supper. The children had very little, and the youngest one cried. I became angry and sent them all to bed.

Then I ran to the cinema to meet my sister there. As I was late, she had gone in with the tickets. It be-

gan to rain. When I got home, I was wet, hungry and very, very tired. I was already in bed when my wife came back. I asked her about her sick mother.

"She is not sick," my wife said. "I went away this morning because you always say housework is simple. I wanted to teach you a lesson, that's all!"

配合以上两篇课文,可以编一篇听力材料,既增加兴趣,又能起到提高听力以及复习单词的作用:

听力材料

The Wife Comes Home

(Time: Sunday evening. The husband is in bed; the wife comes in.)

Wife : Hello, why are you in bed so early?
Are you all right?

Husband : Yes, I'm quite all right, thank you.

Wife : Are you tired, then?

Husband : Oh, no——not a bit!

Wife : Are you sure? Look at the room! It was clean and tidy when I left this morning. Did you do the washing?

Husband : No, I didn't. I was too busy.

Wife : Did you help the children with their homework?

Husband : Sorry, I forgot.

Wife : Did they do any homework at all?

- Husband : I don't really know... They had a big lunch, anyway. I gave them a lot to eat.
- Wife : Well, that's good. And what did they have for breakfast and supper?
- Husband : Well... they didn't have any breakfast ... and they only had rice for supper.
- Wife : Poor children!
- Husband : By the way, how is your mother?
- Wife : She is not ill. I went away this morning because I wanted to teach you a lesson. Do you still think housework is simple?

为使单词反复重现, 课文可以多配一些阅读材料和听力材料。科技题材的课文也可配有情节的阅读和听力材料, 使学生复习单词时不感觉枯燥无味, 如:

课 文

Cars for Tomorrow

Here are two cars. They are small in size. They may some day take the place of today's big cars. If everyone drives such cars in the future, there will be less pollution in the air. There will also be more space for parking cars in cities, and the streets will be less crowd-

ed. Three such cars can fit in the space now needed for one car of the usual size. Driving will be safer, too, as these little cars can go only 65 kilometers per hour.

Several types of power may be used for the little cars. If the car is powered by electricity, it will have two batteries—one battery for the motor and the other, for the signals, lights, etc. These batteries must often be recharged. If the little cars are powered by gasoline, they will go 450 kilometers before needing more gasoline.

If big cars are still used along with the small ones, two sets of roads will be needed in the future. Some roads will be used for the big, fast cars, and other roads will be needed for the slower small ones. Small cars are now being developed in the United States and other countries.

(摘自清华大学《基础英语》第一册)

阅 读 材 料 (一)

A Dream

I had a dream last night. I dreamed I was driving a car along streets in Beijing in the year of 2000. It was a small car. There were many other small cars in the streets, because everyone seemed to drive such cars.

"Oh, I see," I said to myself, "small cars have taken the place of big ones."

But I was wrong; I found there were two sets of roads, one for small cars, and the other, for big ones, like those we have today, which went much faster. The small cars were slower. They could go only 65 kilometers per hour. I thought it was safer to drive a small car.

When I drove along the wide streets of Beijing, I found the air was fresher than it is today; there was less pollution. As small cars did not take up much space, the streets were less crowded, and the car-parks, too. I drove to a big car-park to park my little car. There I found the space needed for parking one of today's cars could fit in three small ones.

I saw two kinds of small cars at the car-park. Some cars were powered by gasoline, and could go 450 kilometers before refilling. The other cars were powered by electricity, like mine. I opened up my car to have a look, and I found two batteries inside, one for the motor, and the other for the signals, lights and other things. The only trouble with it was that these batteries must often be recharged. Still, I liked my little car very, very much.

阅读材料 (二)

The Professor's New Present

Professor White was an American woman who taught in a Chinese college. Her son and daughter came to see her, and to see China, in the summer vacation. They brought her a beautiful small car which was a present from her husband. But Prof. White did not like it very much, because she didn't think it was safe to drive. She liked her big old car better.

Her son Michael explained to her that her new car was powered by electricity from two batteries, one battery for the motor, and the other, for lights and signals. Michael told his mother her little car could go only 65 kilometers per hour so it was quite safe. But Prof. White still thought it would be safer to drive her big car.

One day, the professor told her daughter Becky to drive the small car over to the college. She wanted to show it to her students, as small cars were being developed in the United States. While she was waiting for her daughter and the little new car, she heard the sound of a car accident outside her house. Becky came in hobbling; she was hurt, but not too badly.

"You must never, never drive that small car

again!" Prof. White said to her daughter. "I told you small cars are not safe."

"But, Ma," said Becky, "I was driving your big car!"

听力材料 (一)

No Car Is Safe

(Part 1)

- Wang : Good morning, Prof. White.
- White : Morning! I want you to meet my daughter Becky.
- Wang : How do you do?
- White : This is my student Wang Gang.
- Becky : How do you do, pleased to meet you.
- Wang : Sit down, please. When did you come to China?
- Becky : I got here last week with my brother. He'll be here in a minute.
- White : They've brought a small car for me. It's a present from my husband.
- Wang : How nice!
- Becky : But Ma doesn't like it.
- Wang : Oh, why not, Prof. White?
- White : It's too small. It's only a bit bigger than this sofa. I like my big car much better.
- Becky : The small car is a new type of car.

- White : Yes, these small ones are now being developed in the United States.
- Wang : That's interesting. What are they like?
- Becky : Our small car is at the gate. It's lovely.
- White : Becky, darling, go and drive it here to show Wang Gang, please.
- Becky : O.K., Ma. (gets up to go)
- Wang : Thank you very much.
- White : Drive my big car over afterwards, will you?
- Becky : O.K. See you! (goes out)
- Wang : Tell me about those small cars, Prof. White.
- White : Well, they are small in size. Someday maybe they'll take the place of today's big cars.
- Wang : Really? Why?
- White : Well if everyone drives a small car in the future, there will be less pollution in the air.
- Wang : Oh, I see.
- White : There will also be more space for parking cars in cities.
- Wang : Yes, and the streets will be less crowded.
- White : You are right. Three such cars can fit in the space for one car of the usual size. Ah, here comes my son, Michael. This is Wang Gang.

- Michael : Hiya!
- Wang : (gets up) How do you do? Glad to know you. Do sit down!
- White : (to Michael) We were talking about small cars just now. (to Wang) Michael often drives them in America.
- Wang : Do they go fast?
- Michael : No, not very fast. They can go only 65 kilometers an hour.
- Wang : Driving will be safer, I guess.
- White : No, I don't think so.

听力材料 (二)

No Car Is Safe

(Part 2)

- Wang : Tell me, Michael, what power is used for these little cars?
- Michael : Several types of power may be used. If the car is powered by electricity, it will have two batteries.
- Wang : Why two batteries?
- Michael : Well, one for the motor; and the other for the signals and lights.
- Wang : These batteries must often be recharged, I suppose?
- Michael : You bet.

- White : Yeah, if the little cars are powered by gasoline, they will go 450 kilometers before needing more gasoline.
- Wang : If big cars are still used along with the small ones, the streets will be even more crowded.
- White : Well, two sets of roads will be needed in the future. Some roads will be used for the big, fast cars, and other roads will be needed for the slower small ones.
- Wang : I see. It's very interesting.
- White : But I don't like small cars. I don't think they are safe. (a big noise) Oh, what's that?
- Michael : It sounds like a car accident.
- White : (stands up) It's not Becky and the small car, is it?
- Michael : I hope not.
- Wang : (stands up and moves) Let me go and see.
- Becky : (comes hobbling in) Oh, Ma!
- White : Becky, what's happened?
- Wang : Come and sit here. (They help her to the sofa.)
- White : Oh, you've hurt yourself badly, my dear. I've always said these small cars are not safe.

- Wang : Yes, Prof. White was just telling me these small cars are not safe when we heard your small car crash!
- Michael : Let's take you to the clinic.
- Becky : There's no need. (stands up and walks around) Look! I'm O. K. now.
- White : But Becky, you must never, never drive that small car again.
- Becky : But I wasn't driving the small car, Ma. I was driving your big car.
- White : Oh? I must go and have a look at my car! (She rushes off.)
- Wang : Well, which are safer, big cars or small ones?
- Michael : It all depends on the driver.
- Becky : I wasn't really hurt, you know.
- Wang : No? But you were hobbling.
- Becky : I pretended to hobble. Look! (dances round)
- Wang : Why did you pretend?
- Michael : Just to let Ma know big cars aren't safe either, is that right?
- Becky : Yeah, that's it.
- Wang : (laughs) So no car is safe; it all depends on the driver.

(摘自《英语表演节目》)

以上 5 篇材料,可作为一个单元的 5 篇课文;也可把其中几篇作课文,另几篇作阅读材料;也可把后面 4 篇都先作听力材料,然后再发给学生作阅读材料,总之,按照具体教学要求,不管怎样来使用这些材料,第一篇课文中的单词以及某些句型,在后面 4 篇材料中都能重现多次。如果编练习时也同样注意单词的重现率,那么,每个单词在全课本中就能有计划地至少重现 5 次。

采取比较科学的办法编教材并不太难,单词出现 5 次完全可以做到。但是,如何使单词、语法现象和句型多次重现而不让学生感到乏味,就要花一定的功夫。其实,把外语教材真正编好,不但是一门科学,而且是一门艺术,让我们大家都向这个方向努力吧!

二、改进教学法

为了帮助同学们更牢固地记住单词,教师们除了给予指导以外,还可以不断地做试验,研究如何充分利用上课时间启发同学掌握好单词。

上课时进行启发,并不是要求教师大讲一通理论。外语课,特别是在打基础阶段,不是讲授知识的理论课,而是精讲多练的实践课。我们现在教科书中的练习,包括 word study 练习,一般都以单句练习为主。这种练习,上句和下句没有联系,每个句子在什么场合用,往往不太清楚。凡是没有上下文的句子,都像孤零零的单词一样,不大可能给人们很深的印象,因而做完了几个单句练习以后,过不多久就会忘到脑后去。

我们不妨试一试让同学做一些成段的练习。譬如说,中国学生容易把 bring 和 take 这两个词的意思搞混,当需要重点讲授这两个单词的时候,与其让同学做单句练习,不如给他们做成一段有情节的练习:

A Beautiful Basket

A friend of mine **brought** us some mangoes from Singapore last week. He **brought** them to me in a beautiful basket. But my mother **took** them all to my little sister who was in the hospital; she **took** them away together with the basket. When she brought my sister

home this morning, they did not **bring** the basket with them. I asked them why they **had** not **brought** it back; they said a naughty little boy **had taken** it home.

“Your friend can **bring** us another one if he goes to Singapore again,” said my sister.

“Yes,” I said, “so the little boy can **take** it away again!”

又如: look for 和 find, 也是中国学生容易混淆的两个动词, 同样也可以把这两个动词放在一段有情节的练习里进行操练:

Don't Look For It

When we lose something, we always **look for** it until we **find** it. Sometimes we cannot **find** it, and some day, when we are not **looking for** it, we suddenly **find** it. A few days ago, I lost my pen. I **looked for** it everywhere, but I could not **find** it, and I did not continue to **look for** it. But this morning, I **found** it in one of my books! So if I lose anything again, I will not **look for** it at all.

还有几个动词, 对某些初学者来说似乎是“同义”的: hear 和 listen (to); see 和 look (at) 以及 watch, 也可以用同样方式来进行练习, 以便辨别和掌握:

I Don't Like Boys

I never liked boys, but yesterday I **heard** some loud voices outside. I **listened** for a while, and I **heard** many children's voices. When I **looked** out of the window, I **saw** some little boys playing football. I **watched** them for a long time. Have you ever **seen** them playing football? They are really good at it.

Listen! I **hear** their voices again. Can't you **hear** them? Just **listen to** the noise! Come and **look at** them from this window! Would you like to **watch** them? Do you **see** the smallest boy? **Look**, how fast he runs! Just **watch** him! You can easily **see** he is the best. I don't like boys, but he happens to be my son, you **see**.

在以上3段练习里,重点动词在每一段里都重现十来次。这种有较完整内容的一段话,不论是以填空、口译、笔译,还是问答等方式来练习,都应该比做互相没有联系的单句练习印象更深。

又如教不规则动词,要学生记住3种形式,实际上和记单词一样,如果死背不规则动词表,效果不会比硬记生词表好多少。如果要做成句的练习,最好也使其内容上下有联系,构成一段对话,例如:do, did, done; read, read, read; write, wrote, written, 可以做类似下面的练习来掌握这9个词:

- A: **Have you done your homework?**
- B: Yes, I **have already done** it.
- A: When **did you do** it?
- B: I **did** it an hour ago. I **have also written** a letter to our former teacher.
- A: Did you **write** a long one?
- B: No, I only **wrote** two pages. **Have you read** his letter to all the others?
- A: Yes, I **read** it to them this morning.
- B: **Have you written** to him, too?
- A: No, I **have been reading**, you see.
- B: What **have you been reading**?
- A: I **have been reading** a big book on American history. **Have you read** it?
- B: Yes, I **read** it last year. I **am reading** another one now.

上课时经常让同学用不规则动词互相提问来掌握和巩固每个不规则动词的 3 个形式。这样既学了语法,又活学了单词,譬如说,可以试用以下方式进行操练:

- A: I **have bought** a pen.
- B: When **did you buy** it?
- A: I **bought** it yesterday (last week, etc.).
- B: I **have also bought** one.
- A: When **did you buy** it?

B: I bought it...

可以用同样公式来操练各种不规则动词:

A: **My grandmother has gone home.**

B: When did she go?

A: She went last year (last month, etc.).

B: My grandmother has also gone home.

A: When did she go?

B: She went...

同学们熟悉了这样一个公式后,教师只要给他们第一个句子,他们就会自动地操练。布置课外作业也可以要求做这种练习。这样学当然要比死记硬背不规则动词表巩固多了。

上面的教学方法不仅能用在同义词和不规则动词上,还可以用于各种重点单词,特别是短词和习惯用语上。英语词汇的特点之一是包括大量的词组和短语,据统计,较常用的就有七千余条,这种词组更不适合死记,要学生掌握它们,可以把类似的词组合在一次有内容的练习里,例如:give... to, show... to, tell... to, 就可以做以下的成段练习:

Some Chinese peasants gave a big duck to Mr. Black. He showed it to me. He told me they had given it to him because this duck had followed him everywhere during his visit in the commune. He showed the duck to

everyone in the hotel, and told the interesting story to all of us. "When I go home," he said, "I will show it to my friends and tell the story to all of them, too."

至于成段的练习用什么方式进行操练,教师可根据各班级的特点以及教学要求来决定。总的目的是引起同学们的兴趣,从而加深印象,以收到较好的记单词效果。

我们中华民族是聪明而幽默的民族,外语教学中为什么不能加一点幽默以增进学习效果呢?例如,在本书“改进教材”这一节中,有关星期日的课文,就略带幽默;以上介绍的练习,有的内容也带一点幽默,这也未尝不可。

此外,在我们的教材中,配合较幽默的课文,还可以配上少量漫画,并加上英语解说,例如, A Busy Sunday 这一课就可以配下面的漫画加解说:



The rice was burnt.



The youngest one cried.

类似以上漫画加解说,不但可以用作教材中的插图,而且可以挂在教室的墙上,学校的走廊里,有条件的学校还可以用作幻灯教学的材料。这种看图识字的办

法,不论对儿童还是成人,都能起到加深印象的作用。

在正规学校里,结合课文内容编外语话剧,并让同学登台表演,也是帮助学生记牢单词、学好外语的一种有效教学方法。不过,举行英语晚会有两种做法:一种是找一些不结合课文的现成表演节目或化妆演出,观众能听懂多少就算多少,听不懂也可以看个热闹。对学基础英语的同学来说,这种办法容易搞得劳民伤财,得不偿失——花费时间多,而对学外语帮助不大。

另一种办法是鼓励同学结合已学过的某一篇,或某数篇英语课文内容,再加上他们曾经学过的单词,自编自演小话剧。学生编的小话剧,经教师帮助修改后,全班同学每人都背其中一个角色的台词,最后挑选几位发音较好的同学登台表演。表演时化妆、不化妆、或象征性化妆都行,重要的是背好台词。

例如,在初中英语课本第二册里,有一篇《龟兔赛跑》的课文:

The Hare and the Tortoise

A hare says to a tortoise, "Let's run to that tall tree. Let's see who gets there first."

"All right," says the tortoise, and they begin to run. The hare runs much faster. He is much bigger and stronger, too.

In a minute, the hare comes to a small tree. He looks behind him and sees the tortoise. "How slow he is!" he says. "I'm much faster. But it's nice here under

the tree. Let me have a rest."

The tortoise comes up. He looks at the hare and goes on.

The hare wakes up. He stands up and looks behind him. "Now, where is the tortoise?" he asks. He looks at the tall tree, and what does he see? The tortoise is sitting under it. He's having a rest now.

教师可以帮助同学结合以上课文, 以及从别的课文里学到的单词, 编写类似以下的小话剧给同学表演:

The Hare and the Tortoise

Scene One

(The hare runs fast round the stage and stops.)

Hare : Good morning (afternoon, evening)! I am the hare. I run faster than many people and many things.

Tortoise : (comes slowly) Hello, Hare!

Hare : Hello, Tortoise!

Tortoise : How are you this morning?

Hare : Very well, thank you. And how are you?

Tortoise : Never better, thanks. What are you doing here?

Hare : I am running, see? (runs round)

Tortoise : You run very fast!

Hare : Yes. I run faster than a horse.

- Tortoise : Which is faster, you or a bike?
- Hare : I am faster. I am faster than bikes, tractors, tanks, jeeps and cars.
- Tortoise : Which is faster, you or a plane?
- Hare : Which is faster, me or a plane?...
- Tortoise : Yes.
- Hare : Let me see. A plane is faster in the sky. But in the field, I am faster than a plane.
- Tortoise : Hm! I see. Do you see that tree there? (points to the left)
- Hare : Yes, I do.
- Tortoise : Now, let's run to that tree. Let's see who gets there first.
- Hare : Ha! Ha! You are very slow, Tortoise. I run much faster than you.
- Tortoise : And you are big and strong.
- Hare : Yes, I am bigger and stronger than you.
- Tortoise : I know that. But let's see who gets to that tree first.
- Hare : All right.
- Tortoise : Are you ready? One, two, three, go!

(The hare runs off to the left, and the tortoise runs slowly after him)

Scene Two

(A boy and a girl are playing football. There is a tree on the left. The hare runs up from the right.)

Hare : Hello, children!

Boy : What are you doing, Hare?

Hare : (stops) The tortoise and I are running to that tree, to see who gets there first.

Girl : But where is the tortoise?

Hare : (points to the right) There he is. Look, how slow he is! I'm much faster than him.

Boy : Yes, you are.

Girl : Play football with us, Hare!

Hare : All right. Give me the ball, please.

(They play football.)

Boy : How well you play it, Hare!

Girl : Yes. Look, how fast he runs!

Hare : Ha! Ha! I'm faster than cars and planes. (He kicks the ball to the left and runs after it.)

Girl : Here comes the tortoise!

(The tortoise runs up slowly.)

Boy : Hello, Tortoise!

- Tortoise : Hello, children!
- Girl : What are you doing!
- Tortoise : I'm running to this tree. (stops under the tree) Ah, I get here first! It's nice here under the tree. Let me have a rest. (sits down and sleeps.)
- Hare : (runs up after the ball from the left) Here is the ball!
- Boy : Look, there is the tortoise!
- Hare : Oh! He is there first! (shouts) But I run much faster than him.
- Girl : (laughs) But he is there first. Hush! He's having a rest now. Don't wake him up!
- Tortoise : (wakes and stands up) Where is the hare?
- Boy : Here he is.
- Tortoise : I am here first, Hare.
- Hare : But I run faster than you.
- Tortoise : Yes, you run faster than me, but I am here first.
- Boy : Ha! Ha! The hare runs faster, but the tortoise is there first.
- Girl : So the tortoise is faster than the hare.
- Hare : This is a lesson for me.
- Tortoise : Now, let's all play football.

(He kicks the ball off, and they all run after it.)

(摘自《英语表演节目》)

以上小话剧中的 bike, tractor, tank, jeep, car, plane 等等单词,都是早在初中第一册就学过的,编入话剧起复习作用。根据以往的经验,编写和表演这样的话剧,同学们积极性高,兴趣也大,对于记牢单词很有帮助。

总之,我写这本小册子,只不过是总结我本人三十多年在英语词汇教学中一些正、反面的经验,都是一孔之见,欢迎同行们多多批评、指教。

第三部分

(供学习者练习)

一、英汉对照歌曲

要想记牢外语生词,最好的办法之一就是学会唱外语歌。

我相信绝大部分读者并非歌唱家,有的人甚至一唱歌就走调,但这没有关系,因为并不要求此书的读者上台表演,而只是通过唱歌把歌词记熟,熟得可以脱口而出,从而达到记牢英语生词的目的。如果不愿意背出一首歌的每一段歌词,背一段也很好,少而精,结果记得更牢——只要你喜欢这首歌,这段歌词中每一个单词或短语,你这辈子也就不会忘掉。正因如此,书中选择的全是世界著名歌曲。

下面有 5 首英汉对照的歌,其中大部分你一定听过,有的你还会唱,但只是习惯唱汉语歌词。有的你不一定会唱,那么你就先学唱汉语歌词,然后再过渡到英语歌词,这样就不会感到很难。

不管你是否善于唱歌,但你必须先弄懂歌词中每个词的意思,然后再把每句话的意思弄明白,懂了歌词的确切意思(不是其大意)之后,再开始学习唱这支歌。

如果你觉得这本书里的歌曲不够多,那很好,这只能说明你尝到甜头了,自己到书店里去买英语歌本吧!

(1)

THE SONG OF THE VOLGA BOATMEN

1 = A $\frac{4}{4}$

pp
1 6 2 6 0 | 1 6 2 6 0 |
Yo- heave- oh! Yo- heave- oh!

1 4 3 4 3 2 | 1 6 2 6 0 |
All to- geth- er once a- gain!

1 6 2 6 0 | 1 6 2 6 0 |
Yo- heave- oh! Yo- heave- oh!

1 6 5 6 5 4 | 3 1 2 6 0 |
Once a- gain and yet a- gain!

1 · 1 1 ^b7 6 5 | 4 1 6 0 |
Haul the barge my broth- ers haul,

1 · 1 1 ^b7 6 5 | 4 1 6 0 |
Bend your shoul- ders to the line.

2 2 2 6 6 | 4 3 2 1 6 |
 Ai da da ai da, Ai da da ai da.

2 4 3 4 3 2 | 1 6 2 6 - |
 Bend your shoulders to the line,

6 - - - | 6 - - - |
 men.

6 6 5 4 3 4 | 3 1 2 6 - |
 Haul the barge my brothers haul.

f
 1 6 2 6 0 | 1 6 2 6 0 |
 Yo- heave-oh! Yo- heave-oh!

1 6 5 4 3 4 | 3 1 2 6 - |
 Once a- gain and yet a- gain!

1 1 1 ^b7 6 5 | 4 1 6 0 |
 As a- long the shore we run.

1 1 1 ^b7 6 5 | 4 1 6 0 |
 Sing our chor- us in the sun.

f

2 2 2 6 6 | 4 3 2 1 6 |
Ai da da ai da, Ai da da ai da,

2 4 3 4 3 2 | 1 6 2 6 - |
Sing our chor- us in the sun,

6 - 6 6 | 6 6 6 6 6 - |
Vol- ga moth-er riv-er dear,

6 6 5 4 3 4 | 3 1 2 6 - |
Sing our chor- us in the sun.

1 6 2 6 0 | 1 6 2 6 0 |
Yo- heave- oh! Yo- heave- oh!

1 6 5 6 5 4 | 3 1 2 6 0 |
Once a- gain and yet a- gain!

1 1 1 ^b7 6 5 | 4 1 6 0 |
Oh thou Vol- ga moth-er stream.

1 1 1 ^b7 6 5 | 4 1 6 0 |
Oh thou riv- er broad and deep

ff

2 2 2 6 6 | 4 3 2 1 6 |
Ai da da ai da! Ai da da ai da!

2 4 3 4 3 2 | 1 6 2 > 6 |
Oh thou riv- er broad and deep

6 - 6 - | 6 6 6 6 6 - |
Vol. ga moth-er riv-er dear,

6 6 5 4 3 4 | 3 1 2 6 - |
Vol- ga Vol- ga, moth- er stream.

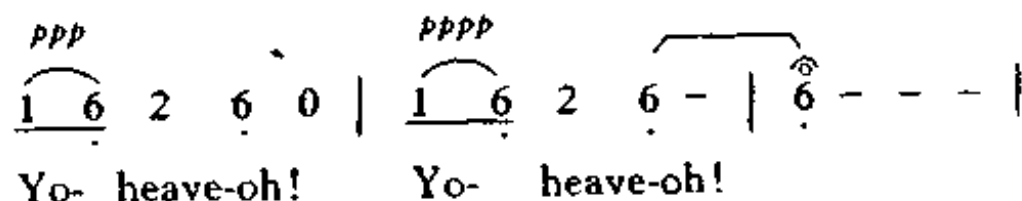
1 6 2 6 0 | 1 6 2 6 0 |
Yo- heave- oh! Yo- heave- oh!

1 4 3 4 3 2 | 1 6 2 6 0 |
All to- geth- er Once a- gain

pp

1 6 2 6 0 | 1 6 2 6 0 |
Yo- heave- oh! Yo- heave-oh!

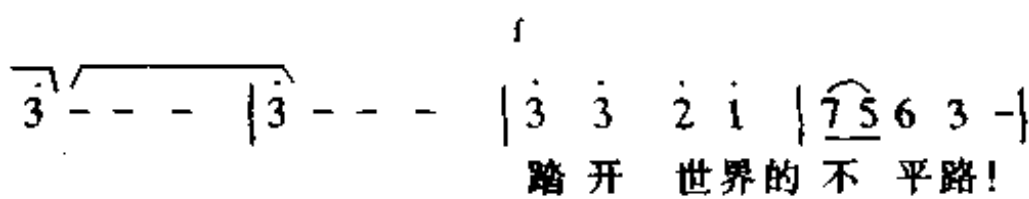
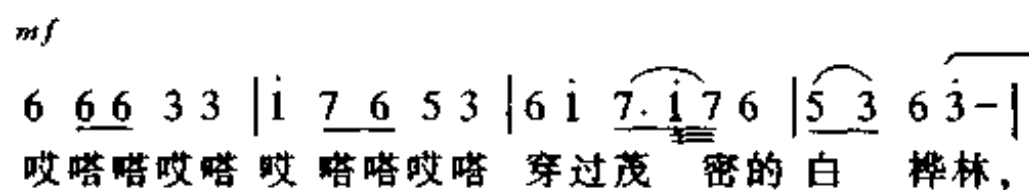
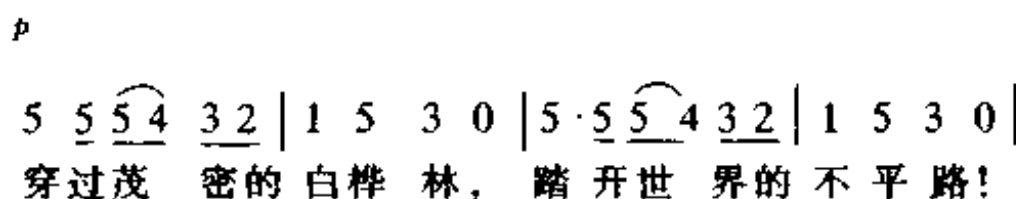
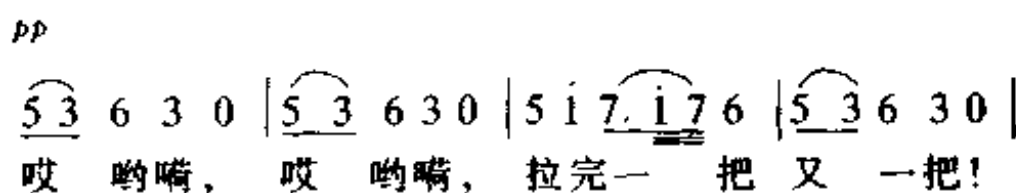
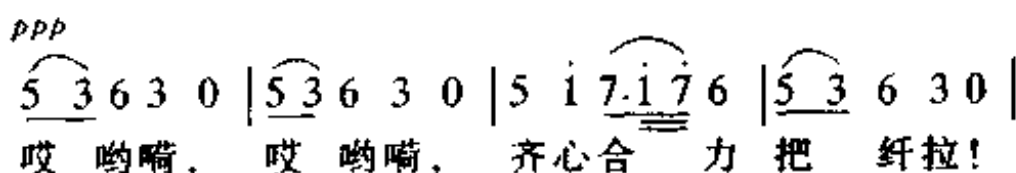
1 6 5 6 5 4 | 3 1 2 6 0 |
Once a- gain and yet a- gain



伏尔加船夫曲

(俄罗斯民歌)

1 = D $\frac{4}{4}$



5 3 6 3 0 | 5 3 6 3 0 | 5 3 2 3 2 1 | 7 5 6 3 - |

哎 哟嘴，哎 哟嘴， 齐心合 力 把 纤 拉，

5 5 5 4 3 2 | 1 5 3 0 | 5 5 5 4 3 2 | 1 5 3 - |

我们沿 着 伏尔加河， 对着太 阳 唱起歌，

6 6 6 3 3 | 1 7 6 5 3 | 6 1 7 1 7 6 | 5 3 6 3 - |

哎 嗒嗒哎嗒 哎嗒嗒哎嗒 对着太 阳 唱 起歌，

ff

3 - 3 3 | 3 3 3 3 3 - | 3 3 2 1 | 7 5 6 3 - |

哎， 哎，努力把纤绳拉， 对 着 太 阳 唱 起歌。

f

5 3 6 3 0 | 5 3 6 3 0 | 5 3 2 3 2 1 | 7 5 6 3 - |

哎 哟嘴，哎 哟嘴， 齐心合 力 把 纤 拉，

5 5 5 4 3 2 | 1 5 3 0 | 5 5 5 4 3 2 | 1 5 3 0 - |

伏尔加，可 爱 的 母 亲 河， 河 水 滔 滔 深 又 阔，

6 6 6 3 3 | 1 7 6 5 3 | 6 1 7 1 7 6 | 5 3 6 3 - |

哎嗒嗒哎嗒 哎嗒嗒哎嗒 河 水 滔 滔 深 又 阔，

mf

3 - - - | 3 - - - | 3 3 2 3 2 1 | 7 5 6 3 0 |

伏尔加，伏尔 加，母 亲 河，

p $\underline{5} \underline{3} 6 3 0 \mid \underline{5} \underline{3} 6 3 0 \mid 5 \dot{1} \underline{\underline{7.1}} \underline{7} 6 \mid \underline{5} \underline{3} 6 3 0 \mid$
 哎 哟 嘴， 哎 哟 嘴， 齐 心 合 力 把 纤 拉！

pp $\underline{5} \underline{3} 6 3 0 \mid \underline{5} \underline{3} 6 3 0 \mid 5 \dot{1} \underline{\underline{7.1}} \underline{7} 6 \mid \underline{5} \underline{3} 6 3 0 \mid$
 哎 哟 嘴， 哎 哟 嘴， 拉 完 一 把 又 一 把！

ppp 渐 慢 $\underline{5} \underline{3} 6 3 0 \mid \underline{5} \underline{3} 6 3 0 \mid \underline{5} \underline{3} 6 \dot{3} - \mid \hat{3} - - - \blacksquare$
 哎 哟 嘴， 哎 哟 嘴， 哎 哟 嘴！

(2)

THE INTERNATIONALE

$1 = {}^b B \frac{4}{4}$

$5 \mid \dot{1} \cdot \underline{7} \underline{\dot{2}} \underline{\dot{1}} \underline{5} \underline{3} \mid 6 - 4 \underline{0} \underline{6} \mid$

A- rise, ye pris'-ners of star va- tion! A-
 We want no con des-cend-ing sa- viours to
 Toil-ers from shops and fields u- nit- ed, The

$\dot{2} \cdot \underline{\dot{1}} \underline{7} \underline{6} \underline{5} \underline{4} \mid 3 - - 5 \mid$

rise, ye wretch-ed of the earth! For
 rule us from their judge-ment hall. We
 u- nion we of all who work. The

1̇ 7 2̇ 1̇ 5 3 | 6 - 4^v 6 2̇ 1̇ |

jus- tice thun- ders con- demn- a- tion, a bet- ter
work- ers ask not for their fa- vours, Let us
earth be- longs to us, the work- ers, No room

7 2̇ 4 7 | 1̇ - 1̇ 0 3̇ 2̇ |

world's in birth. No
con- sult for all. To
here for those who shirk. How

7 · 7 6 7 1̇ 6 | 7 - 5^v 5 *4 5 |

more tra- di- tion's chains shall bind us; A- rise, ye
make the thief dis- gorge his boo- ty, to free the
man- y on our flesh have fat- tened! But if the

6 · 6 2̇ · 1̇ | 7 - 7 0 2̇ |

slaves, no more in thrall! The
spir- it from its cell, We
blood- y birds of pray shall

2̇ · 7 5 5 *4 5 | 3̇ - 1̇^v 6 7 1̇ |

earth shall rise on new foun- da- tions: We have been
must our- selves de- cide our du- ty, We must de-
van- ish from the sky some morn- ing, the gold- en

7 2̇ 1̇ 6 | 5 - 5 0 3̇ 2̇ |

naught, we shall be all, 'Tis the
cide and do it well.
sun- light still will stay.

ye = you

$\dot{1} - \overbrace{5 \cdot 3} \mid 6 - \underline{4 \ 0} \ \underline{\dot{2} \cdot \dot{1}} \mid$
 fi- nal con- flict. Let each

$7 - 6 \quad 5 \mid \overbrace{5 - 5} \underline{0} \quad 5 \mid$
 stand in his place! Th' In-

$\dot{3} - \dot{2} \quad 5 \mid \overbrace{\dot{1} - 7} \cdot \overset{v}{\underline{7}} \mid$
 ter- na- tion- ale shall

$6 \cdot \# \underline{5} \quad 6 \quad \dot{2} \mid \dot{2} - \underline{\dot{2} \ 0} \quad \dot{3} \cdot \underline{\dot{2}} \mid$
 be the hu- man race! 'Tis the

$\dot{1} - \overbrace{5 \cdot 3} \mid 6 - \underline{4 \ 0} \quad \underline{\dot{2} \cdot \dot{1}} \mid$
 fi- nal con- flict. Let each

$7 - 6 \quad 5 \mid \dot{3} - - \overset{v}{\dot{3}} \mid$
 stand in his place! Th' In-

$\dot{5} - \dot{4} \quad \dot{3} \mid \overbrace{\underline{\dot{2} \ \# \dot{1}} \ \underline{\dot{2} \ \dot{3}}} \dot{4} \ \underline{0 \ \dot{4}} \mid$
 ter- na- tion- ale shall

$\overset{\>}{3} \cdot \underline{\dot{3}} \quad \overset{\>}{2} \cdot \underline{\dot{2}} \mid \overset{\>}{1} - - \mid$
 be the hu- man race.

Th' = The

国际歌

1 = \flat E $\frac{4}{4}$

5 | $\dot{1}$ $\underline{\dot{7}}$ $\underline{\dot{2}}$ $\underline{\dot{1}}$ $\underline{5}$ $\underline{3}$ | 6 - 4 0 6 | $\dot{2}$ $\dot{1}$ $\underline{7}$ $\underline{6}$ $\underline{5}$ $\underline{4}$ |

1. 起来, 饥寒交迫的奴隶, 起来, 全世界受苦的

2. 从来就没有什么救世主, 也不靠神仙皇

3. 是谁创造了人类世界? 是我们劳动群

3 - - 5 | $\dot{1}$ $\underline{\dot{7}}$ $\underline{\dot{2}}$ $\underline{\dot{1}}$ $\underline{5}$ $\underline{3}$ | 6 - $\underline{4^v}$ $\underline{6}$ $\underline{\dot{2}}$ $\underline{\dot{1}}$ |

人! 满腔的热血已经沸腾, 要为

帝。要创造人类的幸福, 全靠

众。一切归劳动者所有, 哪能

7 $\underline{\dot{2}}$ $\underline{\dot{4}}$ $\underline{\dot{7}}$ | $\dot{1}$ - $\underline{\dot{1}}$ 0 $\underline{\dot{3}}$ $\underline{\dot{2}}$ | 7 - $\underline{6}$ $\underline{7}$ $\underline{\dot{1}}$ $\underline{6}$ |

真理而斗争! 旧世界打个落花

我们自 己。我们要夺回劳动

容得寄生虫! 最可恨那些毒蛇

7 - $\underline{5^v}$ $\underline{5}$ $\underline{\sharp 4}$ $\underline{5}$ | 6 $\underline{6}$ $\underline{\dot{2}}$ $\underline{\dot{1}}$ | 7 - $\underline{7}$ 0 $\underline{\dot{2}}$ |

流水, 奴隶们起来, 起来! 不

果实, 让思想冲破牢笼。快

猛兽, 吃尽了我们的血肉。一

2̣. 7̣ 5̣ 5̣ 4̣ 5̣ | 3̣ - 1̣^V 6̣ 7̣ 1̣ | 7̣ 2̣ 1̣ 6̣ |

要 说 我 们 一 无 所 有，我 们 要 做 天 下 的 主

把 那 炉 火 烧 得 通 红，趁 热 打 铁 才 能 成

且 把 它 们 消 灭 干 净，鲜 红 的 太 阳 照 遍 全

5 - 5 0 3̣. 2̣ | 1̣ - 5. 3̣ | 6 - 4 0 2̣. 1̣ |

人！

功！

球！

这 是 最 后 的 斗 争，团 结

7 - 6 5 | 5 - 5 0 5 | 3̣ - 2̣ 5 | 1̣ - 7. 7 |

起 来，到 明 天，英 特 纳 雄 耐 尔 就

6. 5̣ 6̣ 2̣ | 2̣ - 2̣ 0 3̣. 2̣ | 1̣ - 5. 3̣ |

一 定 要 实 现。这 是 最 后 的

6 - 4 0 2̣. 1̣ | 7 - 0 5 | 3̣ - - 3̣ |

斗 争，团 结 起 来，到 明 天，英

5 - 4 3̣ | 2̣. 3̣ 4̣ 0 4̣ | 3̣. 3̣ 2̣. 2̣ | 1̣ - - ||

特 纳 雄 耐 尔 就 一 定 要 实 现。

(3)

THE LAST ROSE OF SUMMER

1 = ^bE $\frac{3}{4}$

1. 1 . 2 | 3 1 7 6 . 5 | 5 3 . 1 . 2 |

1. 'Tis the last rose of sum-mer, Left

2. I'll not leave thee, thou lone one, To

3. So soon may I fol- low, When

3 5 3 2 . 1 | 1 - 1 . 2 | 3 1 7 6 . 5 |

bloom-ing a- lone; All her love-ly com-

pine on the stem; Since the love-ly are

friend-ships de- cay; And from love's shin-ing

5 . 3 . 1 . 2 | 3 5 3 2 . 1 | 1 - 5 . 3 |

pan-ions, are fad- ed and gone; No

sleep-ing, go, sleep thou with them; Thus

cir-cle, the gems drop a- way; When

1 . 7 6 . 5 | 5 3 5 . 3 | 1 1 7 6 [#] 5 |

flow-er of her kin-dred. No rose bud is

kind- ly I scat- ter. Thy leaves o'er the

true hearts lie with-ered. And fond ones have

6 7 6 #5 6 7 1̇ 1. 2 | 3 1̇ 7 6. 5 |

nigh. To re- flect back her
bed. Where thy maters of the
flown. Oh, who would in-

5 3. 1. 2 | 3 5 3 2. 1 | 1 - |

blush-es, or give sigh for sigh.
gar- den, lie scent- less and dead.
hab- it, this bleak world a- lone!

夏天最后一朵玫瑰

1 = ^bE $\frac{3}{4}$

1. 2 | 3 1̇ 7 6. 5 | 5 3. 1. 2 | 3 5 3 2. 1 | 1 - ||

1. 夏天最后一朵玫瑰, 还在孤独地开 放,
所有她可爱的伴侣, 都已凋谢死亡。
2. 我不愿看你继续痛苦, 孤独地留在枝头上,
愿你 能跟随你的同伴, 一起安然长眠。
3. 当那爱人的金色指环, 失去宝石的光芒,
当那珍贵的友情枯萎, 我也愿和你同往。

5. 3 | 1̇. 7 6. 5 | 5 3 5. 3 | 1̇ 1̇ 7 6 #5 |

再也 没有一朵鲜花, 陪 伴 在 她的
我把 你那芬芳的花瓣, 轻 轻 散布在花
当那 忠实的心儿 憔悴, 当那 亲 爱 的 人 儿

6 7 6 ³5 6 7 ¹ 1. 2 | 3 ¹ 7 6. 5 | 5 3. 1. 2 |

身 旁,映照 她绯 红 的脸庞,和她
坛 上,让你 和亲 爱的 同伴,在那
死 亡,谁还 愿孤 独地 生存 在这

3 5 3 2. 1 | 1 - ||

一同叹息 悲伤。
黄土中 埋葬。
凄凉的世界 上。

(4)

SANTA LUCIA

1 = C $\frac{3}{4}$

||: 5 5 . ¹ | ¹ 7 7 - | 4 4 . 6 |

1. See where the star of eve, beams gen- tly
Far down the sil- ver track, twi- light is
2. See, see, how fair it is, there in mid-
All sunk in peace and rest, all sweet- ly

6 5 5 - | 3 6 5 | 5 ^{*}4 4 - |

yon- der. See where from wave to wave
 fail- ing. Far, oh, so far a-way,
 o- cean. Rocked by the sil- ver waves
 dream- ing. Now thro' the deep-'ning night

4 3 2 | 6 5 - :|| 3 2 1 |

soft breez- es wan- der; } 1. Come, then ere
 sweet songs are call- ing. } 2. Come, then, ere
 with gen- tlest mo- tion; }
 moon-light is stream- ing. }

7 6 2 - | 2 1 6 | ^{*}4 5 1 - |

night is dark. Come to my bound- ing bark,
 night is o'er. Come, leave the nois- y shore,

^{1.}
 3 1 1 5 5 3 | 4 2 2 - | 2 6 . 7 |

San- ta Lu- ci- a, San- ta Lu-
 San- ta Lu- ci- a, San- ta Lu-

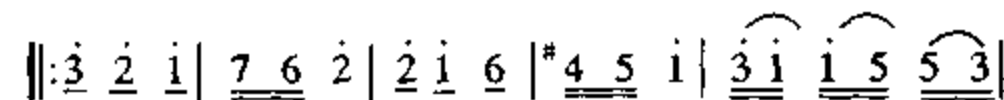
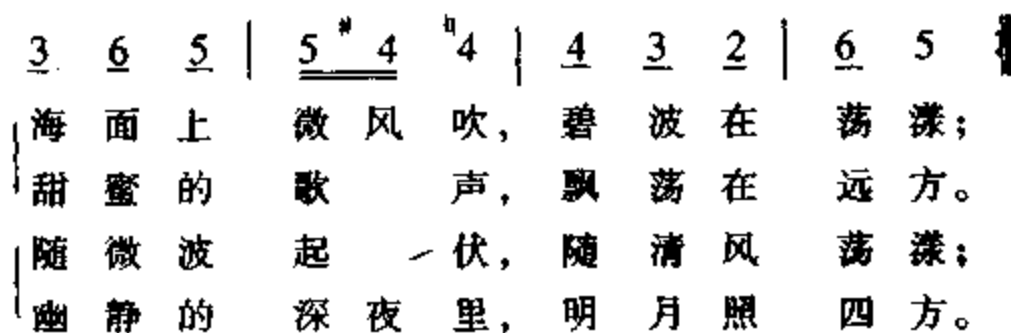
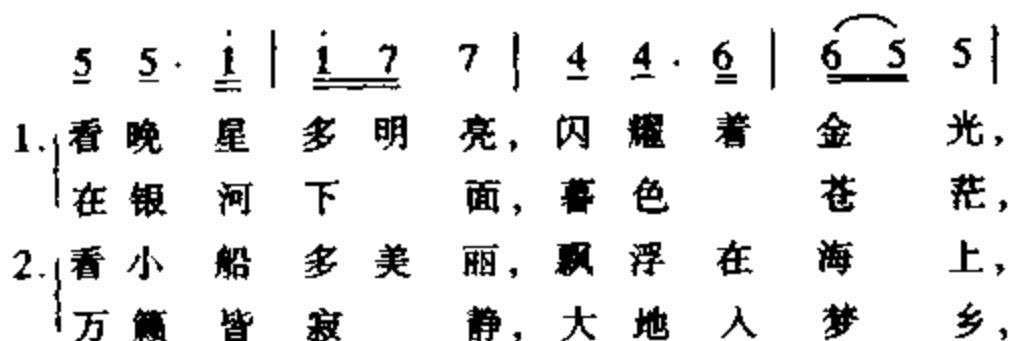
2 1 - :|| 2 ^{2.} 3 . 2 | 2 1 - :||

ci- a, San- ta Lu- ci- a.
 ci- a, San- ta Lu- ci- a.

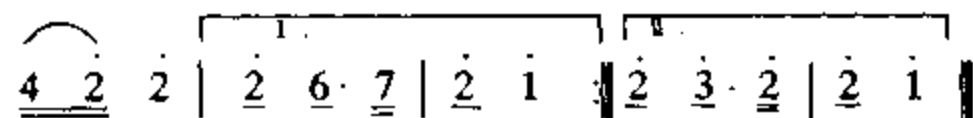
桑塔·露琪亚

(意大利民歌)

1 = C $\frac{3}{8}$



在这黑夜之前, 请来我小船上, 桑塔露
在这黎明之前, 快离开这岸边, 桑塔露



琪亚, 桑塔露琪亚。

琪亚,

桑塔露琪亚。

(5)

SERENADE

1 = ^bE $\frac{3}{4}$

$\underline{\underline{3}} \quad \overset{3}{\underline{\underline{4 \quad 3}}} \quad 6 \cdot \underline{\underline{3}} \mid \underline{\underline{2}} \quad \overset{3}{\underline{\underline{3 \quad 2}}} \quad 6 \quad \underline{\underline{2 \quad 0}} \mid$

When shades of night are fall-ing my love my

$3 \cdot \underline{\underline{2}} \quad \overset{3}{\underline{\underline{2 \quad 1 \quad 7}}} \mid 1 \quad \text{—} \quad 0 \quad \mid$

song I'm sing-ing to you;

$(\underline{\underline{3}} \cdot \underline{\underline{2}} \quad \overset{3}{\underline{\underline{2 \quad 1 \quad 7}}} \mid \dot{1} \quad - \quad -) \mid \overset{3}{\underline{\underline{3 \quad 4 \quad 3}}} \quad \dot{1} \cdot \underline{\underline{3}} \mid$

soft-ly my heart is

$\underline{\underline{2}} \quad \overset{3}{\underline{\underline{3 \quad 2}}} \quad 7 \cdot \underline{\underline{6}} \mid 5 \cdot \underline{\underline{4}} \quad \overset{3}{\underline{\underline{4 \quad 3 \quad 2}}} \mid$

call-ing my love fond thoughts I'm wing-ing to

$3 \quad \text{—} \quad 0 \mid (5 \cdot \underline{\underline{4}} \quad \overset{3}{\underline{\underline{4 \quad 3 \quad 2}}} \mid 3 \quad - \quad -) \mid$

you.

$\underline{\underline{3}} \cdot \overset{\#}{5} \quad \dot{1} \cdot \underline{\underline{7}} \mid \underline{\underline{6}} \cdot \underline{\underline{3}} \quad 1 \cdot \underline{\underline{6}} \mid$

Come to me my arms a- wait you,

$\overset{45}{\underline{\underline{4}}} \quad \overset{3}{\underline{\underline{3 \quad 4}}} \quad 6 \cdot \underline{\underline{4}} \mid 3 \quad \text{—} \quad 0 \mid$

here in the bright moon- light!

$\overset{23}{\underline{2}} \overset{3}{\overset{*}{1}} \underline{2} \quad 4 \quad \underline{2} \mid 1 \quad \text{—} \quad \text{—} \mid$

here in the bright moon- light!

$\underline{3} \quad \overset{*}{5} \quad \dot{1} \quad \underline{7} \mid \underline{6} \quad \underline{3} \quad \overset{*}{1} \quad \underline{6} \mid$

E ven leaves all seem to whis- per

$\overset{*4}{\underline{4}} \overset{3}{\overset{*}{4}} \overset{*}{4} \quad 6 \quad \overset{*}{4} \mid 3 \quad \text{—} \quad \text{—} \mid$

"Where can you be to- night?"

$\underline{7} \overset{3}{\overset{*}{6}} \underline{7} \quad \dot{2} \quad \overset{*}{5} \mid 6 \quad \text{—} \quad \text{—} \mid$

"Where can you be to- night?"

$\underline{5} \quad \underline{5} \quad \underline{7} \quad \underline{7} \quad \underline{\dot{2}} \quad \underline{\dot{2}} \mid \dot{1} \quad 7 \quad 0 \mid$

An- swer if you hear my plead- ing,

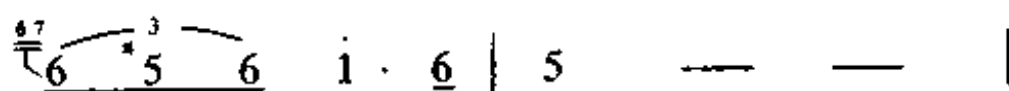
$5 \quad \underline{7} \quad \underline{\dot{2}} \quad \underline{\dot{1}} \mid 7 \quad \text{—} \quad 0 \mid$

tell me with your eyes;

$\dot{3} \quad \dot{2} \quad \underline{\dot{2}} \quad \overset{3}{\overset{*}{1}} \underline{7} \mid \underline{6} \quad \underline{7} \quad \dot{1} \quad \underline{6} \quad 0 \mid$

You and on- ly you I am need- ing.

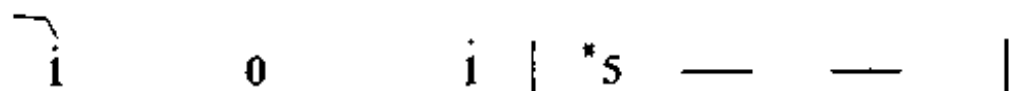
$\underline{6} \quad \underline{7} \quad \dot{1} \quad \underline{6} \quad 0 \mid \underline{6} \quad \underline{7} \quad \dot{1} \quad \underline{6} \quad 0 \mid$



Make my life par a- dise!



Make my life par a- dise!.....



..... Come love

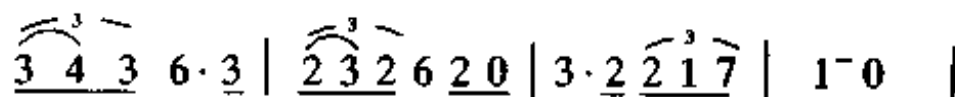


be

mine!

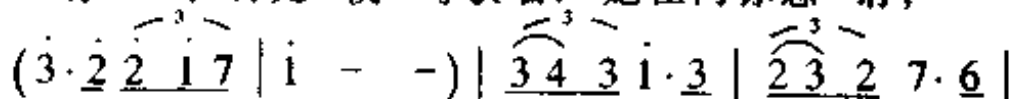
小 夜 曲

1 = F $\frac{3}{4}$



1. 我 的 歌 声 穿 过 深 夜, 向 你 轻 轻 飞 去,

2. 你 可 听 见 夜 莺 歌 唱? 她 在 向 你 恳 请,



在 这 幽 静 的 小 树 林 里,

它 要 用 那 甜 蜜 歌 声

5. 4 4 3 2 | 3 - 0 | (5. 4 4 3 2 | 3 - -) |

爱人,我等待 你!

诉说我的爱 情。

3. 5 i . 7 | 6. 3 1. 6 | 4 3 4 6. 4 | 3 - - |

皎洁月光照耀大地,树梢在耳语,

它能懂得我的期望,爱的苦衷,

²¹2 ³*1 2 4. 2 | 1 - - | ^{转 1=D (前 3=后 5)}
5. 7 ^b3. 2 | 1.5 ^b3. 1 |

树梢在耳语, 没有人来打扰我们,

爱的苦衷, 用那银铃般的声音,

⁶⁷6 ³*5 6 i. 6 | 5 - - | 2 ³*i 2 4. 7 | i - - |

亲爱的,别顾虑, 亲爱的,别顾虑!

感动温柔的心, 感动温柔的心。

5. 5 7. 7 2. 2 | i 7 0 | 5. 7 2. i | 7 - 0 |

歌声也会使你感动, 来吧,亲爱的!

3. 2 2 i 7 | 6. 7 i 6 0 | (6. 7 i 6 0 | 6. 7 i 6 0) |

愿你倾听我的歌声,

$\overset{3}{\underline{\overset{3}{6} \overset{3}{5} 6}} \dot{1} \underline{\dot{6}} \mid 5 - - \mid \overset{3}{\underline{\dot{2} \overset{3}{1} \dot{2}}} \underline{\dot{4} \underline{\dot{7}}} \mid \dot{1} - - \mid$
 带 来 幸 福 爱 情, 带 来 幸 福 爱 情。

$\dot{1} \quad 0 \quad \dot{1} \mid \overset{b}{6} - - \mid 5 - - \mid 3 - 0 \parallel$
 幸 福 爱 情!

二、英语歌曲(配有译文)

(1)

哆·睐·咪

DO - RE - MI

(电影插曲)

1 = D $\frac{2}{4}$

5 | 5 5 5 | 6 6 7 | 5 5 |

Let's start at the ve- ry be- gin- ning,

5 . 5 | 5 5 5 | 6 . 7 | 5 — |

A ver- y good place to start.

5 5 5 | 4 4 4 | 4 5 | 3 3 |

When you read you be- gin with A B

3 3 5 | 4 4 4 | 3 2 | 1 2 |

C, when you sing you be- gin with do- re-

3 — | 1 2 | 3 0 | 1 2 |

mi, Do- re- mi, Do- re-

3 . 1 | 7 6 | 5 4 | 3 3 4 |

mi, the first three notes just hap-pen to

5 — | 1 2 | 3 — | 1 2 |

be do- re- mi, Do- re-

3 0 | 1 2 3 4 | 5 6 7 0 | 0 0 |

mi, Do-re- mi-fa- sol-la- ti, "Oh! Let's

0 0 | 0 0 | 0 0 | 1 . 2 |

see if I can make easier." Doe, a

3 . 1 | 3 1 | 3 — | 2 . 3 |

deer a fe- male deer; Ray, a

4 4 3 2 | 4 — | 4 — | 3 . 4 |

drop of gold-en sun; Me, a

5 . 3 | 5 3 | 5 — | 4 . 5 |

name I call my- self; Far, a

6 6 5 4 | 6 — | 6 — | 5 . 1 |

long long way to run; Sew, a

2 3 4 5 | 6 — | 6 — | 6 2 |

nee-dle pul-ling thread; La, a

3[#] 4 5 6 | 7 — | 7 — | 7 . 3 |

note to follow sew; Tea, a

*4 *5 6 7 | i — | i 7^b 7 | 6 4 |

drink with jam and bread; That will bring us

7 5 | i 5 | 3 2 || i — | i — |

back to do- oh- oh- oh! doe!

0 1 2 3 | 4 5 6 7 | i — | i — |

Do- re- mi- fa- sol- la- ti- do!

歌词译文：

让我们从头开始,这是最好的开始。念书先念 A, B, C, 唱歌先学哆·咪·咪, 哆·咪·咪。哆·咪·咪, 头三个音正是哆·咪·咪。哆·咪·咪。哆·咪·咪·发·索·拉·梯。Doe 是鹿,是一只母鹿, Ray 是金色的阳光, Me 是我自己, Far 是路程遥远, Sew 是穿针引线, La 跟在 Sol 音后面, Tea 是喝茶加点心, 随后又是 Do。哆、咪、咪、发、索、拉、梯。

(2)

可爱的家

HOME, SWEET HOME

(英国民歌)

1 = ^bE $\frac{4}{4}$

1 2 | 3 4 4 5 | 5 3 3 5 |

1. 'Mid pleas- ures and pal- a- ces
2. I gaze on the moon as I
3. An ex- ile from home, splen- dor

4 3 4 2 | 3 - - 1 2 | 3 4 4 5 |

though we may roam; Be it ev- er so
tread the drear wild; And feel that my
daz- zles in vain; Oh, give me my

5 - 3 5 | 4 3 4 2 | 1 - 0 5 5 |

hum- ble, there's no place like home; A
moth- er now thinks of her child; As she
low- ly thatched cot- tage a- gain; The

$\overbrace{1 \cdot 7} \quad 6 \quad 5 \mid 5 - 3 \quad 5 \mid \overbrace{4 \cdot 3} \quad 4 \quad 2 \mid$
 charm from the skies seems to hal- low us
 looks on that moon from our own cot- tage
 birds sing-ing gai- ly, that came at my

$3 - 0 \quad \overbrace{5 \quad 5} \mid \overbrace{1 \cdot 7} \quad 6 \quad 5 \mid 5 - 3 \quad 5 \mid$
 there, which seek thro' the world, is ne'er
 door, Thro' the wood-bine whose fra- grance shall
 call: Give me them and that peace of mind,

$\overbrace{4 \cdot 3} \quad 4 \quad 2 \mid 1 - - - 0 \mid 5 - - - \mid$
 met with else- where. Home,
 cheer me no more.
 dear- er than all.

$\overbrace{4 - 2} - \mid 1 - - - \mid 2 - - - \mid 3 - 0 \quad 5 \mid$
 home, sweet, sweet home. There's

$\overbrace{1 \cdot 7} \quad 6 \cdot \underline{5} \mid \overbrace{5 - 3} \quad 5 \mid \overbrace{4 \cdot 3} \quad 4 \quad 2 \mid 1 - 0 \parallel$
 no place like home. There's no place like home.

歌词译文：

一、纵然游遍美丽的宫殿，享尽富贵荣华，但是无论我在那里，都怀恋我的家，好像天上降临的声音，向我亲切召唤，我走遍海角天涯，总想念我的家。

thro' = through

(副歌)家,家啊,可爱的家,我走遍海角天涯,
总想念我的家。

二、当我漫游在荒野上,凝望天边的月亮,好像看见我的母亲,把爱儿思念。她正站在茅屋门前,也望着月亮,那家门前的香花,我再也看不见。

(副歌同上。)

三、离开家乡的流浪人,一切都不会动我的心,只要让我能回到我简陋的家园,那些听我召唤的小鸟,快飞回我跟前,让我重温平静的生活比一切都香甜。

(副歌同上。)

(3)

老黑奴

OLD BLACK JOE

(美国黑人歌曲)

1 = D $\frac{4}{4}$

1 3 . 4 5 0 5 5 | 6 1 7 6 5 - |

1. Gone are the days when my heart was young and gay,

2. Why do I weep when my heart should feel no pain?

(5 . 1)

3. Where are the hearts once so hap-py and so free? The

1 3̣ 4 5 0 5 5 | 6 5 4 3 2 - |

Gone are my friends from the cot-ton fields a-way,
Why do I sigh that my friends come not a-gain?
Child-ren so dear that I held up- on my knee?

1 3̣ 4 5 0 5 5 | 6 1̣ 7 6 5 0 1̣ |

Gone from the earth to a bet-ter land I know, I
Griev-ing for forms now de- part-ed long a-go? I
Gone to the shore where my soul has longed to go. I

7 1̣ 2 7 1̣ 6 5 6 | 3 2 1 0 |

hear their gen-tle voi-ces call-ing, "Old Black Joe."

5 | 3 5 0 5 3 5 0 5 5 | 6 1̣ 7 6 5 0 1̣ |
I'm com-ing, I'm com-ing, for my head is bend-ing low: I

7 1̣ 2 7 1̣ 6 5 6 | 3̂ 2̂ 1̂ . |

hear their gen-tle voi-ces call-ing, "old Black Joe!"

歌词译文：

一、快乐童年，如今一去不复返，亲爱朋友，都已离开家园，离开尘世到那天上的乐园，我听见他们轻声把我呼唤。

(副歌) 我来了，我来了，我已年老背又弯，我听见他们轻声把我呼唤。

二、为何哭泣，如今我不应忧伤，为何叹息，朋友不能重相聚？为何悲痛亲人去世已多年，我听见他们轻声把我呼唤。

(副歌同上。)

三、幸福伴侣，如今各散东西，怀中爱儿，早已离我
远去，他们已到我所渴望的乐园，我听见他们
轻声把我呼唤。
(副词同上。)

(4)

多 年 以 前

LONG, LONG AGO

(英国歌曲)

1 = F $\frac{4}{4}$

1	<u>1</u>	2	3	<u>3</u>	4	5	<u>6</u>	5	3	0
1	<u>1</u>	7	1	<u>1</u>	2	3	<u>4</u>	3	1	0

1. Tell me the tales that to me were so dear,
2. Do you re-mem-ber the path where we met,
3. Though by your kind-ness my fond hopes were raised,

5	<u>4</u>	3	2	0	4	<u>3</u>	2	1	0
3	<u>2</u>	1	7	0	1	<u>1</u>	7	1	0

Long, long a-	go,	Long, long a-	go;
Long, long a-	go,	Long, long a-	go?
Long, long a-	go;	Long, long a-	go;

1	<u>1</u>	<u>2</u>	3	<u>3</u>	<u>4</u>		5	<u>6</u>	<u>5</u>	3	0	
5	<u>5</u>	<u>7</u>	1	<u>1</u>	<u>2</u>		3	<u>4</u>	<u>3</u>	1	0	

Sing me the song, I de- light- ed to hear.
 Ah, yes, you told me you ne'er would for- get.
 You by more el- o- quent lips have been praised.

5	<u>4</u>	<u>3</u>	2	<u>3</u>	<u>2</u>		1	-	0	0	
3	<u>1</u>	<u>1</u>	7	<u>7</u>	<u>7</u>		1	-	0	0	

Long, long a- go, long a- go.
 Long, long a- go, long a- go.
 Long, long a- go, long a- go.

5	<u>4</u>	<u>3</u>	2	<u>5</u>	<u>5</u>		4	<u>3</u>	<u>2</u>	1	0	
3	<u>2</u>	<u>1</u>	7	<u>5</u>	<u>5</u>		7	<u>1</u>	<u>7</u>	1	0	

Now you are come, all my grief is re- moved,
 Then to all oth- ers my smile you per-ferred,
 But by long ab- sence your truth has been tried.

5	<u>4</u>	<u>3</u>	2	<u>5</u>	<u>5</u>		4	<u>3</u>	<u>2</u>	1	0	
3	<u>2</u>	<u>1</u>	7	<u>5</u>	<u>5</u>		7	<u>1</u>	<u>7</u>	1	0	

Let me for- get that so long you have roved.
 Love, when you spoke, gave a charm to each word.
 Still to your ac- cents I lis- ten with pride.

1	<u>1</u>	<u>2</u>	3	<u>3</u>	<u>4</u>	5	<u>6</u>	<u>5</u>	<u>3</u>	<u>0</u>
5	<u>5</u>	<u>7</u>	1	<u>1</u>	<u>2</u>	3	<u>4</u>	<u>3</u>	1	0

Let me be- lieve that you love as you loved.
 Still my heart treas-ures the prais-es I heard.
 Blest as I was when I sat by your side.

5	<u>4</u>	<u>3</u>	2	<u>3</u>	<u>2</u>	1	-	0	0
3	<u>2</u>	<u>1</u>	7	<u>7</u>	<u>7</u>	1	-	0	0

Long, long a- go, long a- go.
 Long, long a- go, long a- go.
 Long, long a- go, long a- go.

歌词译文：

- 一、请给我讲那亲切的故事，多年以前。多年以前。请给我唱我爱听的歌曲，多年以前，多年以前。你已归来我忧愁全消散，让我忘记你漂泊已多年。让我深信你爱我仍如前，多年以前，多年以前。
- 二、可记得我们相会的小路，多年以前，多年以前。你告诉我你将永不忘怀，多年以前，多年以前。我纯真的微笑使你常留恋，你每句话都打动我心弦。赞美的话仍藏在我心间，多年以前，多年以前。
- 三、你的爱情唤起我的希望，多年以前，多年以前。长久分离，你的爱仍不变，你的声调仍然使我留恋。我多幸福，犹如在你身边，多年以前，多年以前。

(5)

马 赛 曲

LA MARSEILLAISE

(法国国歌)

1 = G $\frac{4}{4}$

0 5 5 5 | 1 1 2 2 |
1. Ye sons of France, a- wake to
2. With lux- u- ry and pride sur-
3. O Lib- er- ty! Can man re-

5 3 1 1 6 1 | 6 4 - 2 7 |
glo- ry! Hark! Hark! what myr- iads bid you
round- ed. The vile in- sa- tiate des- pots
sign thee? Once hav- ing felt thy gen- rous

1 - 1 0 1 1 2 | 3 3 3 4 3 |
rise! Your chil- dren, wives and grand- sires
dare. Their thirst for gold and pow' r un-
flame. Can dun- geon bolts and bars con-

注: gen-rous = generous

grandsires = grandfathers

3 2 0 2 2 3 | 4 4 4 5 4 |

hoar- y. Be- hold their tears and hear their
bound-ed. To mete and vend the light and
fine thee. Or whips thy no- ble spir- it

3 - 0 5 5 5 | 5 3 1 5 3 1 |

cries. Be- hold their tears and hear their
air. To mete and vend the light and
tame? Or whips thy no- ble spir- it

5 - 5 0 5 5 7 | 2 2 4 2 7 |

cries! Shall hate-ful ty- rants mis- chief
air! Like beasts of bur- den would they
tame? Too long the world has wept, be-

2 1 0 1 7 7 | 6 1 1 7 1 |

breed-ing. With hire-ling hosts, a ruf- fian
load us. Like gods would bid their slaves a-
wail-ing. The blood-stain'd sword our con-qu' rors

2 - - 0 2 | ^b3 3 3 3 4 5 |

band; Af- fright and des- o- late the
dore; But man is man, and who is
wield; But free- dom is our sword and

注: blood-stain'd = blood-stained

2 - 0 ^b 3 · 2 | 1 · 1 1 ^b 3 2 · 1 |
land, While peace and lib- er- ty lie
more? Then shall they lon- ger lash and
shield, And all their arts are un- a-

1 7 - 0 · 5 | 5 - 5 · 5 3 · 1 |
bleed- ing? To arms to arms, ye
goad us?
vail- ing?

2 - - 0 · 5 | 5 - 5 · 5 3 · 1 |
brave! Th' a- veng- ing sword un-

2 - 2 0 5 | 1 - - 2 |
sheathe! March on! March

3 - - 0 | 4 - 5 6 | 2 - 2 0 6 |
on! All hearts re- solved On

5 - 5 · 3 4 · 2 | 1 - 1 0 |
lib- er- ty or death!

歌词译文：

一、前进前进祖国的儿郎，那光荣的时刻已来临；
专制暴政在压迫着我们，我们祖国鲜血遍地。
我们祖国鲜血遍地。你可知道那凶狠兵士到

处在残杀人民？他们从你的怀抱里，杀死你的妻子和儿女。

二、我们在神圣的祖国面前，立誓向敌人复仇；我们渴望珍贵的自由，决心要它为它战斗，决心为自由而战斗。我们正胜利地团结前进，高举自由的旗帜！在我们雄壮的脚步下，垂死的敌人听着我们的凯歌。

三、当父兄们在路上倒下，我们将继续战斗；我们埋葬好烈士的骨灰，追随他们的足迹前进，追随他们的足迹前进。我们不再羡慕那生命，却愿战死在斗争里，能为他们复仇而牺牲，我们将要感到无上光荣。

(副歌) 公民们，武装起来，公民们投入战斗，前进，前进，万众一心把敌人消灭清。

(6)

铃儿响丁当

JINGLE BELLS

(美国民歌)

1 = F $\frac{4}{4}$

5	3	2	1		5	-	0	<u>5</u>	<u>5</u>	
Dash-	ing	thro'	the	snow,				in	a	
A	day	or	two	a-	go,			l		
Now	the	ground	is	white,				go		

5 3 2 1 | 6 - - 0 |
 one- horse o- pen sleigh.
 thought I'd take a ride.
 it while you're young.

6 4 3 2 | 7 - - 0 |
 O'er the fields we go
And
Usoon Miss Fan- nie Bright,
 Take the girls to- night,

5 5 4 2 | 3 - - 0 |
 laugh- ing all the way;
 was seated by my side.
and
Using this sleig- ing song.

5 3 2 1 | 5 - - 0 |
 Bells on bob- tail ring,
The
Uhorse was lean and lank,
 Just get a bob- tail bay,

5 3 2 1 | 6 - - 6 |
 mak- ing spir- its bright; What
 misfor- tune seemed his lot; He
 two forty for his speed; Then

6 4 3 2 | 5 5 5 5 |
 fun it is to ride and sing, a
 got in- to a drift- ed bank, and
 hitch him to an o- pen sleigh, and

6 5 4 2 | 1 0 0 0 |
 sleigh- ing song to- night.
 we, we got up- set.
 crack! you'll take the lead.

(chorus)

3 3 3 - | 3 3 3 - |
 Jin- gle Bells! Jin- gle Bells!

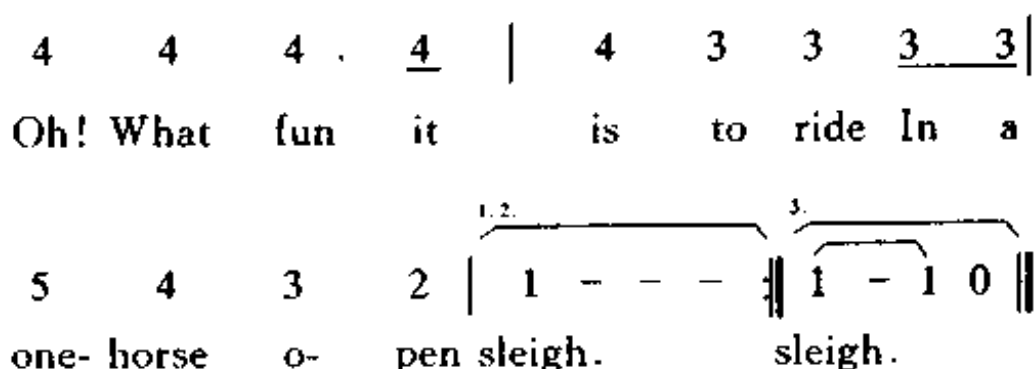
3 5 1 . 2 | 3 - - - |
 Jin- gle all the way.

4 4 4 . 4 | 4 3 3 3 3 |
 Oh! What fun it is to ride In a

3 2 2 3 | 2 - 5 - |
 one- horse o- pen sleigh. Oh!

3 3 3 - | 3 3 3 - |
 Jin- gle Bells! Jin- gle Bells!

3 5 1 . 2 | 3 - - - |
 Jin- gle all the way.



歌词译文：

一、冲破大风雪，我们坐在雪橇上，快奔驰过田野，
我们欢笑又歌唱；马儿铃声响丁当，令人精神
多欢畅，我们今晚滑雪真快乐，把滑雪歌儿
唱。

(副歌)丁丁当，丁丁当，铃儿响丁当，我们滑雪
多快乐，我们坐在雪橇上。

二、在一两天之前，我想出外去游荡，那位美丽
的小姑娘，她坐在我身旁；那马儿瘦又老，她命运
多苦难，把雪橇撞进泥塘里，害得我们遭了殃。

(副歌同上。)

三、如今白雪遍地，趁这年青好时光，带上心爱的
姑娘，把雪橇歌儿唱；有一匹栗色马，它日行千
里，我们把它套在雪橇上，就飞奔向前方。

(副歌同上。)

后 记

这本小册子主要是为中学生、高等院校学习公共英语的同学、坚持业余学习和自学者写的。他们学习时间有限,却需要记住一定数量的单词。但是,我们经常听到一种叹息声:“单词记不住!”针对这个问题,我在专门为北京市中学教师举办的“英语教学法”讲座上,曾把“如何记单词”作为一个专题进行探讨;后来,又先后在清华大学、天津大学以及南方一些大专院校就此问题做了讲话。现将这几次讲话内容加以整理,并做适当的补充,写成这本小册子出版,供更多的英语学习者参考。

出版这本小册子的另一个目的,是想借此机会和英语教师们探讨如何引导学生记牢单词这一教学问题,请使用者对此书多提宝贵意见,我希望这本小册子能起到抛砖引玉的作用——让我们大家一起来探索一条记牢英语单词的途径。

作 者

[G e n e r a l I n f o r m a t i o n]

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