

Quartet

# *Quartet Online English Course*

(基础篇)  
(Level 1, Quartets 1-2)

学生用书  
Student's Book

原 著: The Q Group PLC (Great Britain)

注释改编: 王 哲 吴 凝

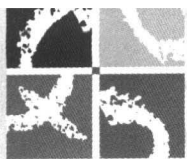
Quartet



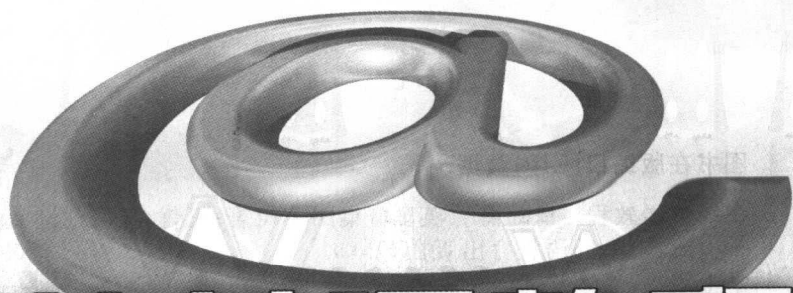
在线英语教程

上海外语教育出版社





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# 出版前言

随着信息技术的迅速发展和互联网的逐渐普及，现代远程教育采用一对一的完全个性化的教学模式，学生的学习完全可以自主、主动并充满乐趣的过程，而不是被动地接受灌输，因此学习效率大大提高。目前，基于互联网技术的远程教育受到了世界各国前所未有的重视，并已成为重要的教学形式。因此，国内外越来越多的机构在开展网络远程教育。例如，经教育部批准，上海外国语大学建立了网络教育学院，通过交互式远程教学系统开展外语教学，得到了社会日益广泛的关注和认可。同时，国内外已出现一批基于互联网的优秀网络课程。上海外语教育出版社根据2003年教育部《大学英语课程教学要求（试行）》为大学生设计开发了“新理念大学英语（全新版）网络教学系统”，多角度提供了大量生动活泼的语言素材，全方位展现较真实的语言和文化环境，让学生以最轻松自然的方式学习英语，了解英语国家的文化，形成较强的语言综合运用能力。这一网络教学系统采用高效的网络应用服务器开发技术，功能先进，界面活泼，交互性强，使学生体验到无穷的学习乐趣。

英国Q集团公司开发的ESL网络课程Quartet Online English Course也是一个优秀的网络英语学习系统。这一网络课程已由经验丰富的专业远程教育公司广州市生本培智科技有限公司引进并成功运营。为满足使用者的热切需求，外教社出版了与这一网络课程配套的书面教材——《Quartet在线英语教程》。本教程分四个级别，第一级称为“入门篇”，第二级称为“基础篇”，第三级称为“中级篇”，第四级称为“高级篇”；每级均包括学生用书和教师用书，其中学生用书由中山大学外国语学院的王哲、李军军、吴颖、张珺老师做了注释。

本套教材的特色是：

1. 与网络学习互相促进。教材和网络课程相辅相成，借助于网络的互动性、方便快捷和丰富的表现力，使学习兴趣不断高涨，学习效率显著提高。
2. 内容新颖，理念先进。本套教材吸收了交际法、情景法、主题教学法等诸流派教学法的长处，注重在模拟现实的情景中将学习者带入趣味横生的英语世界，使他们体验真正地道的英语。
3. 选材独具匠心，语言地道。本套教材的大部分材料均选自英美国家的报刊杂志和近现代作品的原文，语言纯正；主题大至政治、经济、科技、环保等宏观的话题，小至衣、食、住、行、玩等日常小节，涉及各国社会、文化、生活的方方面面，内容丰富多彩，引人入胜。
4. 练习编排别具一格，兼顾考试需要。练习按照ESL学员的特点精心编排，兼顾到文化背景的差异和本民族语言习惯的影响。所有练习均经过精心设计，以模拟现实为

特色，具有实用性、趣味性，而且以深厚的理论积累和应用研究实践为开发基础，既注重培养英语写作中主要文体的应用能力，又兼顾读后感、广告、说明书等实用文体的运用技巧，设计编排的理念科学、先进、合理，能帮助学习者实实在在地培养扎实的英语语言能力，特别是对听说能力的提高帮助很大。此外，练习兼顾能力培养和考试需要，多数练习和测试的形式参照托福、雅思等国际性考试，学习者在练习的同时又提高了应对考试的技能，一举两得。

本教程可作为大学生和英语自学者全面提高英语基本运用能力尤其是口语表达能力的理想选择，也可作为参加英语等级考试或职业准入考试的读者的补充读物。

外教社  
2004年6月

# 课程介绍

Quartet Online 是一个互联网网络英语语言学习系统,可以迅速提高用户的听、说、读、写实际应用能力和应对托福、雅思等考试的能力。Quartet Online 的主要对象是世界上非英语母语国家的 12 岁以上的人群,目的是提高用户的全方位英语能力,并且在提高能力的基础上,兼顾各种考试需要。

这是一种交互式的语言学习课程,用户可以在与教师、与同学的双向互动中学习英语,创造一种有趣、高效的学习体验。它是一种个性化的学习方式,区别于“一师多生”的教学方式,在网络中进行“一对一”教学,使用户的学习效率成倍提高。

因为本课程系统学习的任一级别都可以在 IELTS (雅思)、TOEFL (托福)、TOEIC (托业) 等英语资格考试的课程级别中找到对应的级别,而且 Quartet 英语课程系统的大量计算机练习方式和其他英语资格考试的计算机系统测试方式相类似,因此,学习 Quartet 英语课程可以使学习者轻松通过 IELTS (雅思)、TOEFL (托福)、TOEIC (托业) 等英语资格考试。对学习者来说,既可应对考试又能提高英语能力,可谓一举两得。

本课程系统以网络自学方式为主要学习方式,也可结合传统的课堂教学,兼备两者的优点。使用互联网,用户可以有效利用网络的沟通工具和信息资源,在世界的任何地方、任何时候进行学习,在模拟现实的情境中练习他们的语言技巧,这提供了极大的方便性,是完全个性化的学习方式。本课程系统紧紧抓住 ESL 学生学习英语的难点、弱点,帮助他们快速有效地提升听力理解、口语训练、阅读理解、语法(文法)、词汇及写作等多方面水平,尤其对听说能力的培养有很大帮助,是经典的 ESL 课程。完成 Quartet 英语课程学习后,学生的英语综合能力(听力、口语、阅读、语法、写作)会有很大提高,英语口语交流无障碍;学生在国外能正常地学习、生活。

本系统的开发者 Roberta Stock 博士是 Q 集团公司(The Q Group PLC)的创始人,世界著名的英语教学专家,在美国伊利诺斯大学(University of Illinois)获语言学博士并留校任教,主攻计算机辅助语言教学和英语作为第二语言的学习研究,在语言教学和计算机辅助语言教学系统开发方面进行了长达 25 年的研究和实践,积累了深厚的理论基础和丰富的实践经验。

在 Roberta Stock 博士卓越理论和丰富实践经验基础上, Q 集团公司结合世界各种优秀英语学习理论和方法的成功经验,配合公司强大的研发实力,研发出了这套在全世界极具影响力的网络英语学习课程系统 Quartet Online English Course。

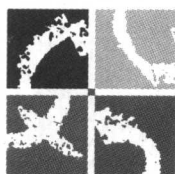
Quartet Online 是专门从事远程教育的英国上市公司 Q 集团公司的优秀产品,迄今已在全球 30 多个国家有超过 9 年的成功经验。该网络课程已由广州市生本培智科技有限公司全面引进并运营,并已被多所大学选为正式开设的英语课程,运营网站为 <http://www.ilearning.cn> 和 <http://www.100point.com>。

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# **Level 1**

# **Quartet 1**



**Quartet**



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## Introduction

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### Quartet 1

Welcome to *Quartet 1*, an elementary level course for learners of English.

These materials have been developed for use with the *Quartet 1* CD. They introduce learners to English verb tenses and vocabulary which are developed and reviewed by the computer-based materials.

*Quartet 1* is a topic-based syllabus that revolves around the theme of world travel. It includes a variety of reading texts that are both interesting and thought-provoking, as well as reading comprehension activities, guided writing, speaking activities, grammar, vocabulary exercises and functional areas of language.

*Quartet 1* is organised thematically, following the topics on the *Quartet 1* CD. The result is a fully integrated language learning course.

We hope that you will enjoy learning with *Quartet 1*.

## Map of Quartet 1

		Vocabulary	Language Points
<b>Unit 1</b> <b>Cities — Istanbul, Mexico City, Paris and San Francisco</b>  <i>Part 1: My Favourite City</i>  <i>Part 2: What a Wonderful City!</i>	Pages 1–24	<ul style="list-style-type: none"> <li>• Visiting cities</li> <li>• Verbs describing daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Comparative and Superlative Adjectives</li> </ul>
	Pages 2–12		
	Pages 13–24		
<b>Unit 2</b> <b>Another City — Casablanca</b>  <i>Part 1: A Lot Is Happening!</i>  <i>Part 2: Let's See a Film</i>	Pages 25–51	<ul style="list-style-type: none"> <li>• Verbs describing actions in the city</li> <li>• Going to the cinema</li> </ul>	<ul style="list-style-type: none"> <li>• Present Progressive</li> <li>• Wh-questions: <i>who/what</i></li> </ul>
	Pages 26–38		
	Pages 39–51		
<b>Unit 3</b> <b>Food in Italy, India, Belgium and China</b>  <i>Part 1: Asking for Information</i>  <i>Part 2: Always and Now</i>	Pages 53–73	<ul style="list-style-type: none"> <li>• Food and restaurants</li> </ul>	<ul style="list-style-type: none"> <li>• Wh-questions: <i>when, where, why, how</i></li> <li>• Present Simple vs. Present Progressive</li> </ul>
	Pages 54–63		
	Pages 64–73		

Language in Use (Function)	Reading	Speaking Activities	Writing Activities
<ul style="list-style-type: none"> <li>• Giving and receiving compliments</li> <li>• Making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Two Postcards from Istanbul</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about your favourite city</li> <li>• Giving compliments to your family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• Writing two postcards</li> <li>• Writing an advert for a tour to your city</li> <li>• Writing a short note giving someone a compliment</li> <li>• Making a weekly schedule</li> </ul>
<ul style="list-style-type: none"> <li>• Giving and accepting invitations</li> <li>• Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Casablanca, a Modern City of Romance and Culture</i></li> </ul>	<ul style="list-style-type: none"> <li>• Describing what is happening in a hotel</li> <li>• Solving a mystery</li> <li>• Inviting someone to different places</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a travel report and diary</li> <li>• Writing an invitation to an event</li> <li>• Writing a conversation</li> </ul>
<ul style="list-style-type: none"> <li>• Asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where in the World?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Role play: interviewing a cook about his new cookery book</li> <li>• Talking about food in your country</li> <li>• Talking about a holiday</li> <li>• Telling a story</li> <li>• Role play: interviewing someone for a job</li> </ul>	<ul style="list-style-type: none"> <li>• Writing an interview with a radio show guest</li> <li>• Writing about the foods you eat when you travel</li> <li>• Writing a description of your work</li> </ul>

		Vocabulary	Language Points
<b>Unit 4</b> <b>Food, Food, Food</b>  <i>Part 1: We Are What We Eat</i>  <i>Part 2: What Can You Count?</i>	Pages 75–100  Pages 76–86  Pages 87–100	<ul style="list-style-type: none"> <li>• Health food</li> </ul>	<ul style="list-style-type: none"> <li>• Modals for ability: <i>can/can't</i></li> <li>• Modals for permission and requests: <i>can/could</i></li> <li>• Countable and Uncountable Nouns</li> </ul>
<b>Unit 5</b> <b>Holiday Time</b>  <i>Part 1: How Much? How Many?</i>  <i>Part 2: We're Going to Visit Mexico</i>	Pages 101–124  Pages 102–112  Pages 113–124	<ul style="list-style-type: none"> <li>• Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• <i>some, any, much, many, a lot of/lots of, a little, a few</i></li> <li>• Future: <i>be going to</i></li> </ul>
<b>Unit 6</b> <b>A Holiday in Alaska</b>  <i>Part 1: What Did You See in Alaska?</i>  <i>Part 2: What's the Matter?</i>	Pages 125–149  Pages 126–137  Pages 138–149	<ul style="list-style-type: none"> <li>• Travel and transport</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past of <i>to be</i></li> <li>• Past Simple vs. Past Progressive</li> </ul>

Language in Use (Function)	Reading	Speaking Activities	Writing Activities
<ul style="list-style-type: none"> <li>• Permission and requests</li> <li>• Talking about ability</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Facts about Food</i></li> </ul>	<ul style="list-style-type: none"> <li>• Role play: asking and answering questions</li> <li>• Talking about health issues</li> <li>• Making up your own radio show</li> </ul>	<ul style="list-style-type: none"> <li>• Describing unusual foods from your country</li> <li>• Writing a letter to an airline company</li> <li>• Making a shopping list</li> </ul>
<ul style="list-style-type: none"> <li>• Wanting or promising to do something for someone (<i>will/won't</i>)</li> <li>• Making predictions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Year-Round Skiing in Zermatt, Switzerland</i></li> </ul>	<ul style="list-style-type: none"> <li>• Deciding on solutions to travel problems</li> <li>• Talking about future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Writing fortune telling predictions</li> <li>• Writing a conversation about a travel situation</li> </ul>
<ul style="list-style-type: none"> <li>• Complaining</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Visit the Land of the Midnight Sun</i></li> </ul>	<ul style="list-style-type: none"> <li>• Planning a holiday</li> <li>• Talking about travel pictures</li> <li>• Talking about a holiday you went on</li> <li>• Discussing complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Making an advertisement</li> <li>• Writing a short story</li> <li>• Writing a letter of complaint</li> </ul>

U N I T

1

**Cities — Istanbul, Mexico City,  
Paris and San Francisco**

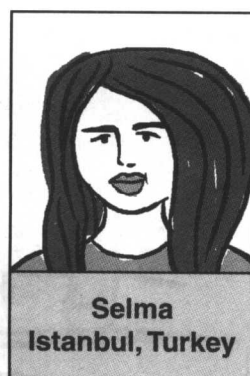
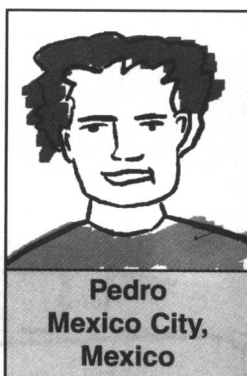
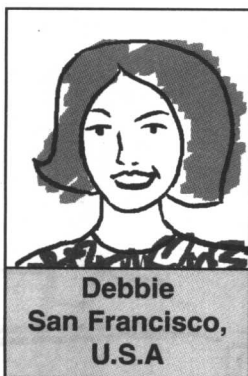


## PART 1: MY FAVOURITE CITY

### Language Point

Present Simple

### Before You Start



#### Jean Paul Paris, France

Jean Paul **lives** in Paris. He's a fashion designer. He **loves** basketball and opera music.

"I **love** Paris, I **don't want** to live anywhere else. I **work** hard every day. When I **finish** my work, I **go** to cafes, **visit** museums and **meet** my friends. Paris is a great city!"

#### Debbie San Francisco, U.S.A

Debbie **lives** in San Francisco. She **works** in a restaurant. She **likes** sports and camping. She **doesn't like** classical music.

"I **like** San Francisco, but I also **like** to visit other places."

**Pedro****Mexico City, Mexico**

Pedro **lives** in Mexico City. He **studies** at the university. He **likes** his classes but he **doesn't like** the tests.

"When I **finish** my studies, I **want** to travel in Europe. Then I **want** to find a good job in Mexico City."

**Selma****Istanbul, Turkey**

Selma **lives** in Istanbul. She **works** at the Topkapi museum. She **loves** to swim.

"I **love** the sea in Istanbul. I usually **swim** every day before work. I **get up** very early and **go** to the beach."

**A Are these sentences true or false?**

1.   f   Jean Paul works in a restaurant.
2.        Selma often swims in the sea.
3.        Debbie loves classical music.
4.        Pedro doesn't like tests.
5.        Jean Paul works very hard.
6.        Selma lives in Istanbul.

**B Complete the following sentences. Make them true for you.**

1. I live in   Sao Paulo  .
2. I work/study                                 .
3. I like                                 .
4. I don't like                                 .
5. Every day I                                 .
6. I often                                 .



## Some Grammar

### Present Simple

I, You, We, They	<b>study</b> <b>like</b>	classical music.
He, She, It, Jean Paul	<b>likes</b>	milk.

### Spelling

We usually add **s** to the 3rd person (he, she, it) singular.

We add **es**:

- For verbs ending in **s, ss, sh, ch, x** and **o**.  
*mix – mixes      wish – wishes*
- For verbs ending in consonant + **y**. We also change the **y** to **i**.  
*try – tries      hurry – hurries*

<b>Do</b>	I, you, we, they	<b>study</b>	music?
<b>Does</b>	he, she, it, Selma	<b>drink</b>	milk every day?

I, You, We, They	<b>don't /do not</b>	<b>live</b>	in Paris.
He, She, It	<b>doesn't /does not</b>	<b>eat</b>	meat.